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ABSTRACT

This report describes the beginning, development, and implementation of Atlanta's four-quarter school year program. Under the plan, students attend any three of the four quarters offered each year, or they may enroll in all four quarters to take remedial or enrichment courses or to graduate early. The report indicates that during the first summer quarter of operation, approximately 39 percent of Atlanta's high school students enrolled in one or more courses. Main sections provide background information on (1) Atlanta and the needs of Atlanta students, (2) educational planning in Atlanta, (3) the development of the quarter plan and the process of informing the community, and (4) implementation of the plan. One section offers answers to frequently asked questions about the plan. Nine appendixes comprise guides for two courses, one in mathematics and the other in English; flow charts for science and mathematics; procedures for revising course offerings; a complete list of English courses; a conversion table for changing Carnegie units into quarter hours; requirements for high school graduation; the calendar for school years 1968-69 and 1969-70; courses offered in two different high schools; and some special learning opportunities available under the quarter plan. (Author/DN)

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FOUR-QUARTER SCHOOL YEAR

Atlanta Public Schools • Atlanta, Georgia

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THE FOUR-QUARTER SCHOOL YEAR

in the

ATLANTA PUBLIC SCHOOLS
Atlanta, Georgia

John W. Letson, Superintendent

Prepared by

E. Curtis Henson
Assistant Superintendent for Instruction

January, 1970

ACKNOWLEDGEMENTS

This report was developed in response to a large number of requests for a description of the four-quarter school plan of Atlanta. Obviously, the report would not have been possible had not thousands of individuals participated in developing and implementing the program. To them a note of appreciation is expressed. In the preparation of this report, grateful appreciation is expressed specifically to Miss Edith Miller for her assistance in organizing and editing and to Miss Marie Jamhoor for her untiring efforts and invaluable assistance in typing, organizing, and providing other related services during the entire preparation.

FOREWORD

At the time of this writing, the Atlanta School System is in its second year of a four-quarter school program. Preceded by two years of intensive planning and preparation and much time and study, the four-quarter school year is an attempt to provide continuous and relevant educational opportunities to Atlanta's citizens.

The purpose of this report is to present Atlanta's four-quarter program—its beginning, its development, and its implementation. The major thrust of Atlanta's four-quarter program is that it not only made possible the offering of continuous educational possibilities, it also served as a vehicle for a complete curriculum revision in secondary school.

No claim is made to have developed a perfect system or even to have developed one without problems, but a claim is made to have been concerned about contemporary youth, their needs, and an educational program designed specifically for them. Whether at some future date the program is acclaimed to have been successful or not will depend upon many obvious factors, but perhaps the most crucial ones are to break traditions successfully and to change the image of what a school is **suppose to be like**.

Whether this program is applicable to any other system is not for us to say, but other systems may adopt any portion of the Atlanta program which is deemed desirable. It is strongly recommended, however, that any program accepted be tailor-made to fit the given situation.

E. Curtis Henson
Assistant Superintendent
For Instruction

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I PERSPECTIVE

The beginning of this story is the purpose behind the move to the four-quarter school year—that of providing educational opportunities relevant to the needs of Atlanta's population.

ATLANTA—A CHANGING, GROWING METROPOLIS

The realization of need to reexamine the purposes of the high school started to come into focus in 1952 when the city enlarged its boundaries from forty-six square miles to one hundred twenty-eight square miles, thus changing the total population from 331,314 to 430,641, and the school population from 66,466 to 83,687. Until this time, the school population had been reasonably stable. Accompanying this growth was the beginning of major socioeconomic change not only in Atlanta but in the entire nation. With the advent of the Civil Rights movement in 1954, followed by the various overt actions calling attention to the necessity for equal treatment of blacks, certain shifts in population distribution began.

Atlanta, one of the largest cities in the southeast, is known as a liberal city. Increasingly larger numbers of low socioeconomic citizens from other parts of the state and region streamed into the city in hopes of finding an improved way of life. Their children, when enrolled in school, brought problems not previously encountered by many of the Atlanta educators. With this rapidly changing school condition came a reduced academic achievement rate, an increased awareness of the inability to communicate effectively between teacher and pupils, and a continuous challenge to the long established and somewhat hallowed requirements and expectations of high school pupils—both collegebound and otherwise.

Other social forces helped to accentuate the problem—

- **the federally sponsored programs designed to assist the low socioeconomic population**
- **the development of articulate cadres in disadvantaged neighborhoods**
- **the concentration of low rent housing in minimum geographical space**
- **the expression of discontent by violence**
- **the increasingly large number of urban males who were underemployed and/or unemployed**
- **the artificially engendered work experiences and work programs**
- **an increased mobility of pupils both between schools within the city and between school systems**

Not only was the population undergoing great changes, the accumulation of knowledge very evident since the end of the second world war was beginning to have its impact. The long established courses of study were being seriously challenged. Reports from various studies and employment

agencies indicated that pupils enrolled in or graduated from high schools were performing at a level lower than required for minimum employment which indicated very clearly that a pupil in his tenth year of school was not benefited by remaining in an advanced course in Shakespeare when he couldn't read the Dick and Jane series. To continue to fail did not move the pupil closer to becoming a responsible and self-supporting member of a democratic society.

The other school systems in the Atlanta metropolitan area also were facing the same problem and—through a loosely structured organization—decided to pool their efforts and plan an improved high school program. Much study and exploration of organizational plans and structures which would permit an increased degree of flexibility in the instructional program and would accommodate highly mobile pupils led to the selection of the four-quarter year as a potential answer.

THE FOUR-QUARTER SCHOOL YEAR

Organizing the school term into quarters or in some other variation so that educational opportunities are provided throughout the calendar year is not a new idea. In rural sections of the country, school schedules were originally planned to release children to perform work in the late spring, summer, and fall, but in many large cities prior to 1840 school extended throughout the year. Modifications of this arrangement varied regionally according to the dictates of an agrarian economy. As this economy gave way to other types of employment, school calendars were changed, with the city schools adding vacation periods and the rural schools adding more instructional time. Shortly after the second world war, the nine-month school year was almost universally accepted. Even at this time, however, some districts recognized the need for an extended school year and began to look critically at a number of ways to revise and extend the school calendar.

The major concern of most of the sophisticated attempts to institute the extended school year, however, was economic. It was argued that it was bad business to invest in school buildings and personnel and to leave them idle for three months a year while there were such terrific overcrowded conditions in the school system. In certain locations, the public showed considerable interest in organizational plans which would provide more economical use of school buildings and saving of tax dollars.

It was thought that by dividing the pupil population into three or four equal groups and forcing one group to remain out of school during a given quarter or trimester, certain economic savings in capital outlay and related costs could be realized. This seemed reasonable and has had some appeal, but school systems which attempted the year-round program on this basis alone met with little success. Reports of these

attempts reveal that the majority of the programs were abandoned for three very definite reasons:

1. **They did not achieve the economy they promised or were expected to achieve.** (Quite the reverse, actually. An extended school year program of necessity must be more expensive at the outset. Most of the programs were given very short trial periods so that no substantial savings were ever realized.)

2. **There was a general lack of public understanding.** Many people felt that the extended school year programs were designed to keep their children in school all year with no regard for the child's preference or the family's other plans for that matter. In most of the experiments where overcrowded conditions were at the base of the plans, pupils were assigned terms of attendance with no option. This, of course, led to bad public feeling and generated negative public reaction.

   Furthermore, the public was almost totally in the dark about the program—its objectives, its expected outcomes. Rather, it was very often sold—when the public received any information at all—as **the** answer to all the problems of the educational system.

3. **The third cause for failure of the previously attempted extended school year programs was the lack of support from the educational community.** Not only was the public left wanting information and involvement in the plans and progress of the extended school year attempts; very often, the educational community was also ignored and left uninformed.

ATLANTA'S PURPOSES

In the late 1950's Atlanta, too, had given consideration to instituting a year-round program for the primary reason of saving building space, but after careful investigation had decided against it. In contrast to earlier needs, the reason for examining the four-quarter school year in 1967 was based upon a different set of circumstances or needs. The major need was to determine the feasibility of organizing the high school calendar so that year-round educational opportunities could be provided and a more flexible schedule and viable program realized.

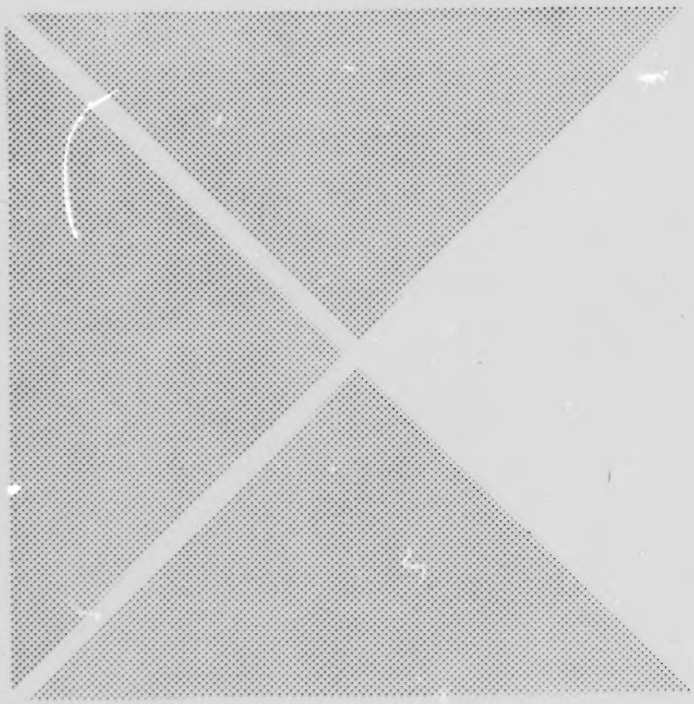
The need for a more relevant and up-to-date curriculum was evident. More than nine years had passed since completion of the last major curriculum revision. In the meantime, major changes had occurred in social conditions, the student body, and in the teaching staff. There was a need for the curriculum to be examined carefully and redesigned

so that it would provide for each child educational opportunities which would be difficult enough to be challenging but appropriately adjusted to him so that he could experience considerable success without becoming either bored or discouraged.

Another factor which had to be considered was that for the past number of years, approximately twenty-five percent (25%) of the high school pupils had participated in a regular summer school program for which they paid a tuition. Of this number, approximately seventy-five percent (75%) enrolled in advanced, accelerated, or enrichment work. Summer school attendance had long since ceased to be a place for failures or for making up work.

Pupils could also take advantage of job opportunities which were not always available during the summer months. A potential employer who needed an employee year-round such as a stock clerk could employ four different high school pupils, each in turn working his respective quarter. Also, the teaching staff could have greater flexibility in scheduling vacations, inservice, college study, or the part of the year they would teach.

To the professional staff in Atlanta, these reasons seemed to be somewhat different from those expressed in the past by school systems which had attempted a year-round program. The overriding purpose was to provide relevant and flexible educational opportunities. Flexibility with the pupil's educational opportunities as the main focal point was accepted as the basis for selecting another organizational structure to support the philosophy and educational goals of the Atlanta School System. The four-quarter plan of operation was selected as the vehicle through which this major curriculum renovation could be realized.



II A PLAN EMERGES

Two years were spent in planning the curriculum and organizational structure before any attempt was made to implement the four-quarter program. While full recognition is given to the important contribution of other systems in the Atlanta metropolitan area and to other systems which have tried similar programs in the past, this report focuses on the efforts and results of the Atlanta School System.

PLANNING FOR THE METROPOLITAN AREA

The eight school systems serving the metropolitan Atlanta area enroll approximately 300,000 pupils, including both elementary and high school—roughly one-third of all pupils in the public schools in the state of Georgia.

By joining together, representatives from these eight systems realized a certain amount of security while planning for the new high school curriculum. There was comfort in size and from knowing that each system did not have to attack this large task alone. Another reason for working together was to increase the ease of pupil mobility from one system to the other since the majority of the pupil movement was confined to the metropolitan area.

An overall steering committee was formed to provide an arena for discussing common problems and formulating recommendations affecting all of the cooperating systems. This committee was composed of members appointed by the respective school superintendents and State Department of Education representatives. Acceptance of and consequent action based upon these recommendations was the prerogative of the individual school system. No attempt was made to form a super board of education with authority over the cooperating members.

The structure for cooperative action was composed of five major committee classifications:

The Steering Committee—members from each of the eight metropolitan school systems who were appointed by the respective superintendents. The functions of this committee were to provide overall planning, schedule activities, receive reports, pose problems and questions, and report to local systems and the State Department of Education.

The Intersystem Curriculum Committee—one member from each of the twelve intersystem subject area committees. The main function was to provide overall assistance in the development of curriculum areas and in the blending of respective subject areas into a total curriculum guide. This committee worked under the direct supervision of the Steering Committee.

The Intersystem Subject Area Committee—one

member from each school system's subject area committee. Members of this group provided basic communication between local system subject area committee and the intersystem curriculum committee.

The Local System's Subject Area Committee—one representative from each local school's subject area committee. In addition to providing the major input concerning the development of course content and teacher curriculum guides, this committee provided basic communication between the intersystem subject area committee and the local school subject area committee. In some school systems, selected representatives from each subject area committee formed an overall curriculum committee for that local system.

The Local School's Subject Area Committee—the department chairmen and the respective staff. Its members facilitated communication both within the department and among other local school subject area committees. The primary function was to help answer the questions: (1) What should a pupil learn in a given subject area while in school? and (2) Which of these concepts could best be grouped together to formulate one quarter's work for a given group of pupils with definable characteristics?

STEERING COMMITTEE

Intersystem Curriculum Committee

Intersystem Subject Area Committee

Local System's Subject Area Committee

Local School's Subject Area Committee

Even with this structure for communications and sharing of work among the systems, the development of the curriculum was accepted as the responsibility of the respective school systems.*

*All systems were not uniform in selecting committee members, in defining duties of committees, or in the commitment to implement the program.

PLANNING FOR ATLANTA

With appropriate adaptations, the Atlanta School System followed the procedure outlined by the metropolitan group in organizing its task forces for the development of the new curriculum for the four-quarter plan. The overall steering committee for the system was composed of all high school principals, area superintendents, the assistant superintendent for instruction, and some members of his staff.

Teachers — Department Chairmen Committees — Teachers

Small Group To Consolidate Reports

Principals With Counselors

Small Group To Consolidate Reports

Superintendent's Staff

Board of Education

Input from all special interest groups concerning the nature of the new curriculum was considered. The ideas were merged into overall working guides for the committees.

Committee Guides

When work is completed, course offerings and content should be adequate to provide continuous progress for any pupil enrolled. This means that all major concepts within any subject area which a pupil might learn should be identified and listed. They should then be grouped in logical groupings to form a course. The number and difficulties of concepts selected for any given course should be in keeping with the characteristics of the pupils for whom the course is designed. This should be done without regard to available instructional materials, organization and structure of textbooks, previous methods of grouping of pupils, or any other predetermined limitations. In developing each course, the feasible behavioral objectives; the characteristics of the pupils for whom the course is designed; the administrative requirements, such as double periods, time of day, etc.; and a general catalogue description of the course must be provided. Bibliographies, instructions for teachers, and other appropriately related materials must be developed also.

Courses must be developed as autonomous, non-sequential units whenever possible so they can be scheduled without regard as to what is appropriate for a beginning eleventh grader. If this system is effective, the school will be completely ungraded.

The steering committee's assignment was to consolidate the curriculum committee reports and to recommend the necessary changes in policy and administrative regulations. This, too, was a major task for it left virtually no portion of the existing operating procedure unchanged.

III A PROGRAM IS FORMED

In order to accomplish the tasks outlined in the preceding pages, four subcommittees were formed to provide in-depth consideration of the problems in the areas of curriculum, guidance and orientation, administration, and personnel. (The sub-areas are identified on pages 12. through 13.) These committees worked periodically throughout the 1967-1968 school year and continucusly for five weeks during the following summer.

CURRICULUM REVISION

Following the guides was difficult, and the committee members had to develop an entirely different approach to curriculum revision from the ones normally followed. Pupil characteristics had to be classified into numerous and varying groupings—chronologically, achievement, reading ability, mobility, and other ways that would provide a better understanding of the pupils' learning styles. These characteristics were then grouped into the more common classifications. As part of this process, the list of concepts in each subject area appropriate for a high school pupil to learn continued to grow. Grouping these concepts into courses resulted in identifying eight hundred sixty quarter courses. Another very important step was necessary in the development of the new course outline. Where feasible, behavioral objectives were written as part of the course outlines, and guides for the teachers were developed.

Even though consultative services were available to the committees, the abilities and accomplishments of the groups varied. The products seemed adequate for trial implementation in the Atlanta schools but were not adequate for mass distribution, because refinements and corrections were needed.* Since some of the teachers who were to implement the program helped in varying degrees to write the course content, it was not necessary to develop some of the materials as completely as they would have been for teachers who were not involved in their development.

Another important area which required considerable planning was designing non-sequential courses which would make possible greater flexibility. The new curriculum must provide opportunities for pupils to schedule during any quarter any of the many courses deemed desirable for him.** An examination of the science flow chart shows that a pupil might start with course number 111. He could follow this with courses 112, 113, and 114 taken in any order, then enroll in any of course numbers 211 through 214 and/or numbers 221 through 223. Another way a pupil might enroll in the above mentioned 200 series courses would be by completing course number 101. Following that, he could complete courses 102, 103, and 104 taken in any order, and then move into the 200 series courses. This sequence illustrates that no single science course (or any other specific course) is mandatory for any given pupil unless his future goals and objectives demand a certain body of content. By

*Samples of course guides in mathematics and English are included in pages 24 through 30

**Flow charts showing the non-sequential courses in science and mathematics are presented on pages 31 through 35

this same reasoning, repeating courses failed would be eliminated. If pupils were adequately placed in the beginning, there should be few failures anyway.

The flow chart of mathematics shows these same points but also illustrates that a pupil may move horizontally as well as vertically, if it is more in keeping with his learning style. Also, he might jump from any given point in one series to any given point in another series so long as he has developed adequately to succeed in the new assignment.

To implement this concept fully, enough courses had to be developed to enable any pupil at any given time to find an appropriate course designed to meet his specific needs. The rules to follow in designing new courses or deleting existing courses appear on page 36. The system of English eight-one, eight-two, nine-one, nine-two, etc., with a minimum number of electives was abandoned and replaced by greatly expanded course offerings. For example, fifty-seven different English courses were developed.* The following excerpt from a list of the English courses illustrates the numbering system.

*A complete list of these courses may be found on page 37-44

NUMBER Course	TITLE DESCRIPTION
30 118 0	Spelling Designed to improve basic spelling skills, some proficiency in the following areas is a desired outcome of the course: use of diacritical marks, syllabication, roots, prefixes, and suffixes.
30 121 0	Literary Themes A course to introduce the study of literature in high school, with emphasis on identifying and understanding literary themes.

The first two digits in the course number represent the designation for English; the next three digits identify a specific course in the Atlanta School System; and the last digit is open and can be used for further identification, such as levels within a specific school.

ADMINISTRATIVE REGULATIONS

Changes in practically every area of administrative regulations, rules, and directions were made imperative by the new course offerings. In scheduling, more attention had to be given to the individual pupil. His teacher in a given subject area, as well as the counselor and other school personnel, had to plan cooperatively with him to select which course or courses would be best suited for him. Since pupils could make a new schedule each quarter, master schedules had to be made quarterly. All pupil records had to be changed to accommodate the new system, and the method of reporting to parents was modified. A decision was reached that all courses would carry the exact same credit, depending upon the time spent in class. The time spent in class was chosen as the criterion upon which to base credit; therefore, this would be true whether the subject was typing or advanced chemistry. If a pupil attended one hour a day, five days a week for one quarter, five quarter hours of credit would be earned. Conversion tables were developed to change Carnegie units into quarter hours and vice versa. A portion of the table follows.*

One (1) Carnegie unit equals fifteen (15) quarter hours. To convert eighth grade work to quarter hours

(1) Count academic and activity credit for the work you satisfactorily completed last year.

(2) Use the following conversion table to find the number of quarter hours your academic and activity credits equal.

ACADEMIC

Unit Credit	Quarter Hours
1/2	7-1/2
1	15
1-1/2	22-1/2
2	30
2-1/2	37-1/2
3	45
3-1/2	52-1/2
4	60

ACTIVITY

Activity Credit	Quarter Hours
1/8	4
1/4	7-1/2
3/8	11
1/2	15
5/8	19
3/4	22-1/2
7/8	26
1	30

*A conversion table for changing Carnegie units into quarter hours appears on page 45. Requirements for high school graduation were rewritten in terms of quarter hours and are shown on pages 46 and 47

Calendar

A school calendar for the new program was developed. Although it was originally thought that fifty-five (55) day quarters would be most desirable, state regulations prevented the realization of this goal during the first year; however, some modifications in the state requirements were allowed. (The calendars for 1968-69 and 1969-70 appear on page 48.)

Interim Regulation on Quarter Choice

The thesis that pupils and teachers should be allowed to choose their quarters of attendance is a firm part of the four-quarter school year program. However, to ensure stability during the first year, an arbitrary rule was passed that in order for a pupil to exercise an option to remain out of school during any quarter other than the regular summer quarter he must attend during the summer and earn credits beyond his normal placement. Teachers were required to teach the first three quarters and given the choice of teaching the fourth.

Administrative Tasks for Steering Committee

To ensure that the tasks identified for completion prior to beginning operations were completed, the steering committee divided into four subgroups and assumed responsibility for the work in the categories listed below.

Curriculum

1. Consolidate and print out recommended courses from subject committees.
2. Determine and recommend to the Board of Education requirements for graduation.
3. Develop a catalogue of courses for the school system.
4. Establish guidelines for equating quarter courses with present curricula offerings including equation of credit with quarter hours, etc.
5. Recommend guidelines for extracurricula activities.
6. Recommend policies and guidelines concerning athletics, work-study programs and other similar programs.

Guidance and Orientation

1. Establish registration or prescheduling procedures for this spring and next fall.
2. Develop policies and guidelines each school can use to effectively help students choose an appropriate course-of-study.
3. Suggest steps for implementing teacher, student, and parent orientation.
4. Identify and recommend in-service and orientation programs for teachers, administrators, and others

as needed to implement the quarter system.

5. Study existing policies and recommend necessary changes, additions, etc.

Administrative

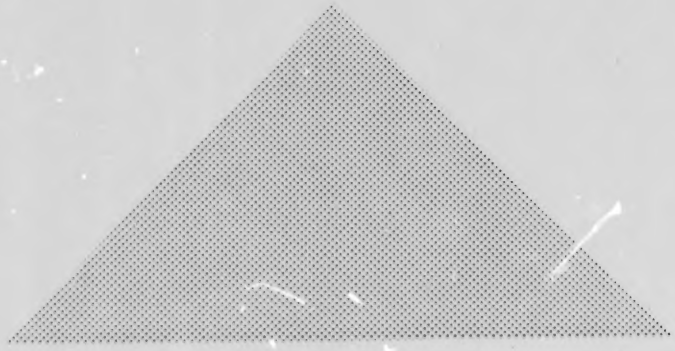
1. Decide on school calendar to correspond with other school systems.
2. Recommend procedure for effectively scheduling teachers, students, and space in terms of curriculum.
3. Check and determine textbook and supply needs.
4. Make guidelines for devising individual school budgets.
5. Recommend necessary changes, if any, in purchasing procedure.
6. Identify problems and issues regarding accreditation and make recommendations.
7. Revise report cards, permanent records, and other necessary forms.

Personnel

1. Recommend necessary changes, deletions, and/or additions to personnel policies and contracts.
2. Determine the best way to staff each quarter course.
3. Recommend most effective means of staff utilization, recruitment, and assignment.
4. Recommend salary plan and policy changes.
5. Recommend necessary changes to pension policies, if needed.
6. Examine and recommend needed changes in sick leave, study leave, vacation leave, etc.

Informing the Community

Adequately informing the community was another task which had to be done thoroughly. Every media available was used—small group meetings, large group meetings, PTA, television, radio, newspapers, letters to parents, and any other way that seemed to be practical. Even with this effort, some individuals did not completely understand the program.



Although the list seemed to have been comprehensive, additionaltasks and problem areas were identified during the first year of implementation.

IV IMPLEMENTING THE PLAN

The program went into operation in the fall quarter of 1968 with few obvious changes in pupil scheduling patterns since most had preregistered during the spring quarter. Scheduling during the winter quarter did reflect some changes. The pupils realized that more flexibility was permissible and that the course selections had been greatly increased.

Courses for Schools

While theoretically any of the eight hundred sixty (860) courses listed in the catalogue could be taught during any quarter, a procedure had to be established for determining the courses to be selected for a given school. From information known about the needs of the pupils at a given school, courses which seemed appropriate were selected from the course catalogue, and from this list pupils, with guidance, selected courses they wanted. In most cases, the number of courses actually offered was less than the first listing since some courses were not chosen by enough pupils to warrant teaching them.

Since each school selected only the courses needed by the student body enrolled, there were wide differences in the courses selected among the schools. A complete listing of courses selected by two different schools is shown on pages 49. through 59. A quick comparison of these selections reflects the flexibility of the curriculum. One school selected 126 courses, while the other school selected 216. Pupils in the first school were from homes classified as affluent and most planned to go to college. The courses selected represent the traditional college preparatory program which is in keeping with the objectives of the pupils.

Pupils in the second school were from families with average income, and in the past approximately forty percent have enrolled in college. Courses selected for these pupils represent a much wider offering than the first school and include many vocational courses.

Courses for Pupils

By the third quarter, changes in pupil registrations were reflecting individual needs and desires. An example of this is shown on the following page for a pupil who is in a college preparatory program. During the first two quarters, there was little change in the courses selected. The pupil stated that by midway of the second quarter he was showing signs of fatigue, becoming nervous, and in general needed to lighten his load. To accommodate this need, history was dropped the third quarter and the pupil served as a teacher aide. At this time, the pupil decided to attend the fourth (summer) quarter and scheduled personal typing, two courses in English, and the history course originally planned for the third quarter. (For the fall quarter, 1969, eight periods were

PUPIL'S ACTUAL SCHEDULE

Fall Quarter—1968

Homeroom
1. History (Nature of Civilizations)
2. French (Intermediate French A)
3. P. E. (Introduction, Racket & Target Sports)
4. Science (Chemistry of Solutions)

Lunch
5. English (Adventuring Literature I)
6. Math (Intermediate Algebra A)

Spring Quarter—1969

Homeroom
1. Teacher's Aide
2. French (Intermediate French C)
3. P. E. (Basic Skills, Individual Activities)
4. Science (Chemical Kinetics)

Lunch
5. English (American Literature I)
6. Math (Intermediate Algebra B)

Winter Quarter—1968

Homeroom
1. History (Development of Nation-State)
2. French (Intermediate French B)
3. P. E. (Intermediate Soccer, Flag Football)
4. Science (Chemical Families)

Lunch
5. English (Adventuring Literature II)
6. Math (Intermediate Algebra C)

Summer Quarter—1969

1. Typing (Academic Personal Typing)
2. English (English Literature Values)
3. English (American Literature II)
4. History (Anatomy of Revolutions)

Fall Quarter—1969

Homeroom
1. Science (Physics)
2. English (Advanced Composition)
3. P. E. (Intermediate Track & Field)
4. English (Poetry)
5. History (U. S. Reform Movements)
6. Lunch
7. Math (Trigonometry)
8. Study Hall

Winter Quarter—1969

0. Driver's Education

Homeroom
1. Science (Physics)
2. Driver's Education
3. P. E. (Recreational Games)
4. English (English Literature: Conflict)
5. History (Modern U. S.)
6. Lunch
7. Math (Advanced Algebra)
8. Study Hall

scheduled, and the pupil was on a regular program except for two English courses. During the winter quarter, the pupil was scheduled for nine periods a day, including driver education, study hall, and only one English course. Because of the flexibility in scheduling, the pupil will graduate one year earlier.)

Advantages and Challenges

Some of the obvious advantages of the quarter program which pupils enjoyed were the ability to select courses designed specifically for their academic ability and accomplishments, to select courses more frequently than twice a year, to drop or add courses as needed, and to select from a much wider variety of the courses offered. The teachers expressed many advantages for the pupils but thought the professional staff was being confronted with certain problems which were requiring additional efforts to solve. Textbooks were not designed for the quarter plan. Identifying and acquiring adequate materials required extra work. Although in some cases teachers had only two basic preparations a day, they often found themselves having two different preparations the following quarter. Even with these problems, the consensus seemed to be that the program was sound and should be continued.

The First Fourth Quarter

The big question still remained—how many pupils would actually attend the fourth (summer) quarter? Related questions included—should only selected high schools be opened as in past summer sessions? If full day programs were offered, would pupils attend?

In the spring of 1969, the school board made a commitment to operate all high schools tuition free for a full regular day program for all pupils who wished to attend. Preregistration figures indicated that over 13,000 pupils would attend at least part of the day during the fourth quarter. Schedules were made and staff employed in accordance with preregistration requests. The actual number of pupils registered in the twenty-six high schools ranged from a low of 113 to a high of 1826. In all, 12,770 pupils—roughly thirty-nine percent of the enrollment during any one of the preceding three quarters—were enrolled in one or more courses. Each high school had a full staff including principals, counselors, librarians, nurses, and teachers to provide the requested academic program. Advanced courses were scheduled by 9,995, while 3,235 pupils took remedial work. (These two figures represent more than the total enrollment since in some cases pupils enrolled in both remedial and advanced work.)

During the first fourth quarter, the flexibility built into the design of the program became a reality for many pupils who were permitted to enroll in one or more courses without having to stay at school for the entire day. Each course, however, was selected in terms of the overall objectives of the pupil and with the assistance of the counselor and other appropriate personnel.

In addition to the flexibility for the regular courses described earlier, special courses were provided in settings other than classrooms. These special activities were designed to provide enriched learning opportunities in a non-conventional setting. Originally, these classes were offered during the summer quarter, but gradually they are being included in other quarters. A brief description of a selected number of these courses is shown on pages 60 and 61.

Trends

The enrollments during the fall and winter quarters of 1969 do not reflect any noticeable trends for pupils to exercise the option of taking vacations at times other than during the summer. There seems to be some increase in the number of pupils who wish to complete requirements for graduation earlier than would have been possible under the old system. There is not enough data at this time to determine the number who will graduate early or if in fact a trend is developing in that direction.

V ANSWERS TO FREQUENTLY ASKED QUESTIONS

Visitors from practically every state and major city in the United States and from a number of foreign countries or protectorates have visited the Atlanta schools or have inquired by letter or telephone about the nature of the four-quarter program, the degree of its success, and similar questions. Answers to the most frequently asked questions are included in this section. No attempt has been made to be comprehensive or to rank these in any order of frequency or importance.

Is this a twelve-month program? No, twelve-month has a connotation of continuous. This is a quarter system in which each quarter is autonomous with a scheduled break between each. Courses were developed with the minimum amount of sequencing which enables a pupil to attend or not attend during any quarter without undue scheduling problems or penalties.

How many days are in each quarter? At this time, we believe fifty-five days to be the most desirable, but because of various restrictions, we have not been able to accomplish this. Our school calendar appears in the appendix.

How many quarter courses may a pupil take each quarter? A pupil may earn from five to thirty quarter hours each quarter so long as he does not exceed 82½ hours during any three quarters. (Southern Association restricts a pupil to 5½ Carnegie units per year.)

What do you mean when you speak of five quarter hours? A pupil who attends class for one hour a day, five days a week for one quarter, earns five quarter hours of credit.

What did you do about the Carnegie unit in relation to accreditation? See the conversion table in the appendix.

Are pupils permitted to graduate earlier if they attend all four quarters? Yes, but pupils have always been allowed to complete requirements for graduation early if they attended summer school.

Did you take the two semester course of study and divide it into three parts? Definitely not; the whole idea was to develop a completely new and more relevant curriculum for high school pupils. The process followed is explained more fully earlier in this report.

Does the quarter system cost more money? If you operate for four quarters each year, the answer is yes since four of anything costs more than three.

Are you assigning pupils to any particular quarter? No, pupils select the quarters they wish to attend. They may elect from part-time study to full-time study for four consecutive quarters each year.

Is there more flexibility in the new program than in the old? Definitely yes; not only is this true in terms of when a pupil might attend school but the courses he selects while in school.

How do you pay for the fourth quarter? The first three quarters of each year have been financed through the regular program (Minimum Foundation Program of the State supplemented with local funds) and the fourth quarter has been financed entirely from local funds.

Did you go into the fourth quarter to utilize better the space? Partially, if you include use of buildings in the summer as better space utilization. The primary reason, however, was to provide enriched and more relevant learning opportunities for pupils in the summer quarter as well as during the other three quarters.

Are teachers put on a four-quarter contract or do you have two contracts for teachers who teach the four quarters? To date, teachers receive a regular nine-month contract with a supplementary contract for the additional time worked.

May a pupil be off during any quarter other than the summer quarter? Yes, but during the first year, a rule was arbitrarily made that a pupil must attend all four of the first four quarters before he could take a vacation during a quarter other than the summer.

If a pupil is away from school the fall quarter, what do you do about a sister or brother who is in the elementary program? A pupil may attend school during any quarter he selects and is not restricted by the selection of his siblings. If different members within the same family elect different quarters to attend school, that is entirely a family problem.

Why did you start the four-quarter program in high school rather than in elementary school? This is a good question. It was felt that the high school program was in greater need of attention than the elementary. Although we would like to have implemented the quarter program in both the elementary and high schools at the same time, we felt the task was more than we could accomplish.

What are the advantages of a quarter system over a semester system? An attempt has been made to answer this question throughout the preceding pages of this report, but to put it simply—the pupil and his needs and learning style is the center of the program. Courses are designed and schedules are tailor-made for him. Of the eight hundred sixty courses developed thus far, no single course is required for any pupil unless it is part of his planned program and is necessary for him to obtain his goals.

Will teachers be able eventually to take off a quarter other than the summer quarter? Yes, as soon as contracts can be worked out on a quarter basis.

What do you estimate the cost of the first fourth quarter to have been? This is hard to say. High school principals, secretaries, custodians, and similar personnel were already employed on a twelve-month basis. Buildings remained opened and utilities connected all year. To provide teachers and counselors for the 12,777 high school pupils, and to provide teachers for a six-week program for 16,604 elementary pupils, required an additional expenditure of $1,724,391.70. Expenditures by programs were not kept separately.

How many high school pupils were enrolled in your first fourth quarter? 12,777 or roughly thirty-nine percent of the number enrolled during any of the previous three quarters.

Are teachers to be paid at the same salary rate for the fourth quarter as they are for the other three quarters? Teachers will receive the same rate of pay for performing the same type service without regard to the season of the year. During the first fourth quarter, the salary was prorated down slightly.

Do you anticipate receiving money from the state for pupils who attend the fourth quarter? Yes, eventually, but at this time no one knows when that will be.

Are your curriculum guides for sale? If not, when will we be able to purchase some? No, but they will be as soon as they have been tested and revised to our satisfaction.

How do you use the course catalogue? The course catalogue contains the course number, course title, and description of all courses approved for the high schools in the Atlanta system. The catalogues are distributed to the high schools within the system and to neighboring school systems. From this catalogue, the initial selection of courses for each school is made. They are also used as a guide for interpreting transcripts and for scheduling in-coming pupils into appropriate courses.

Do you schedule your pupils now by computer or by hand? Most of the high schools schedule pupils with the aid of the computer. All high schools will utilize this service by the fall of 1970.

Do you think that the four-quarter program will give you an opportunity to have more flexibility in scheduling? Very definitely yes.

At present, all courses are five-quarter hours, do you anticipate having two-quarter hour courses, three-quarter hour courses, or even ten-quarter hour courses? There is nothing sacred about a five-quarter hour course. Being creatures of habit, we change slowly. There is no particular reason for not having courses which carry one, two, three, four or ten-hour credit.

Since textbooks are not prepared for the new titled courses that you offer, what problems do you have with textbooks and materials for classroom use? If you are having troubles with textbooks for classroom use, does this mean that you will gradually develop more and more of your own classroom materials? It is more difficult to find appropriate teaching materials for some subjects than for others. Hopefully, in every class there will be multiple materials which would be suitable for the various learning styles of the individual pupils. Textbooks as such will no longer be used as the only source of materials, but will become one of the many resources available. To restrict pupils to one text would put considerable restraints upon the potentialities of the four-quarter plan.

What did you do to sell the public on this program? This is discussed earlier in this report.

How do the pupils feel about the four-quarter program? In general, they like the program because of the freedom and flexibility provided and because of the relevance of the new selection of courses.

Do teachers like the quarter system better than the semester? Most teachers think the system is great for pupils. Some enjoy the new freedoms such as the ability to teach a non-conventional type course or a course designed specifically for a given group of pupils. However, adapting to a new system, teaching without following textbooks in the conventional manner, and assuming an increased role in counseling pupils in scheduling have presented certain problems. The best evaluation to date seems to indicate that although the teachers are not as exuberant as pupils, they still are not willing to return to the old system.

A Parting Shot

What Is A Four-Quarter School Program? Structurally, the four-quarter program is simply dividing the school year into four periods of approximately equal length rather than into two semesters and a summer session. To be meaningful, a conscientious effort must be made to provide a complete program during each quarter and to require only minimum prerequisites and/or sequential offerings so that a pupil may choose to work or go on vacation at a time other than during the summer without undue penalty.

To divide merely the textbook or course into four quarters instead of two semesters is not sufficient. Without extensive revision of educational goals and an intensive analysis of the curriculum, four quarters of school will be no more of an exciting prospect than three quarters or two semesters. Factors other than time, number, and amount of days must be weighed. Each quarter course must be a complete and autonomous unit. The number of possible courses within a given discipline must be large enough to assure ease in scheduling while assuring continuous growth

opportunities for the pupil. Only occasionally would a pupil be required to pass a specific course since there are others which deal with similar concepts of equal quality which would serve as well.

With the four-quarter plan, a system can offer greater flexibility both in scheduling and in curriculum offerings. The possibilities appear unlimited and the benefits to pupils great. If a pupil chooses, he may take a greater number of courses in a twelve-month period. Such a choice permits him these options: He may graduate at an earlier date, enrich his plan of studies, take remedial work if required, or take an alternate course if he is unsuccessful in one. He may work in November on a job he possibly could not have gotten the previous June. He may even work part-time year-round on a part-time basis. To a great extent, he may vary his studies according to interest and convenience as course offerings become less sequential in some subject areas.

For the school system, advantages sought from a four-quarter plan are not financial. Initially, such an operation is more expensive to implement and maintain than the traditional two-semester plus a tuition-supported summer school. Benefits to pupils should be the prime reason for converting to a four-quarter school program.

APPENDICES

COURSE GUIDES IN MATHEMATICS AND ENGLISH

MATHEMATICS

COURSE NAME Elem. Algebra (Course A)

COURSE NUMBER Mathematics 221

STUDENT CHARACTERISTICS

Any student who has made a score of 8.5 or above on a standardized achievement test given in the year prior to entering high school

or

who has satisfactorily completed three quarters of Fundamentals of Mathematics (Courses A, B, C) (Mathematics 111, 112, 113)

or

whose course selection is approved by his mathematics teacher of the previous quarter

COURSE DESCRIPTION

This course is primarily concerned with the foundation of Algebra.

ADMINISTRATIVE REQUIREMENTS

One period per day, five days per week

or

the equivalent of five hours per week

Elementary Algebra (Course A)
Mathematics 221

CONTENT

1) Symbols and Sets a. Numbers and Their Relationships a. Numbers and Their Relationships b. Grouping Numbers in Sets and Subsets c. Using Numbers in One or More Operations

2) Variables & Open Sentences a. Analyzing Algebraic Statements b. Problems Solved with Variables

3) Axioms, Equations, and Problem Solving a. Identifying and Using Number Axioms b. Transforming Equations With Equality Properties

4) The Negative Numbers a. Extending the Number Line b. Operating with Directed Numbers

5) Equations, Inequalities, and Problem Solving a. Open Sentences in the Set of Directed Numbers b. The Analysis of Problems

6) Polynomials
   a. Addition and Subtraction
   b. Multiplication and Division

*7) Special Products and Factoring
   a. The Distributive Property in Factoring
   b. Quadratic Trinomials
   c. Extension of Factoring

*Where a computer terminal is available, problems may be programmed and computed. Where a terminal is not available, problems may be programmed.

*This section may be completed in Course B.

BEHAVIORAL OBJECTIVES

1) To communicate and perform operations in set terminology

2) To find the solution set in sentences of equality and inequality in one variable by applying the axioms

3) To prove algebraic statements from other given algebraic facts

4) To solve problems involving more than one operation

5) To solve and show the graph of equations and inequalities in one variable on the number line, to analyze and solve linear verbal problems in one variable

6) To add, subtract, multiply, and divide polynomials

7) To multiply and factor polynomials

SUGGESTED PROCEDURES

1) Review sets, their terminology and properties. (Limit time spent on item one of content, as this has been studied in previous courses.)

2) Develop clearly the meaning and the use of a variable in an open sentence, emphasizing related terms, such as: domain, replacement set, values, constant, etc. Be sure at this time that the student can solve a linear equation in one variable and related verbal problems.

3) Stress the axioms of equality, properties of the real number system, and their application in finding equivalent simplified equations.

4) Extend the number line to include all the negative real numbers. First develop, then stress the laws of signs for the four fundamental operations. Use distance on the number line to develop initially the concept of absolute value.

5) Give repeated application to the axioms and properties of equalities and inequalities in equations and inequalities. Students may be given outlines, sketches and useful models to determine what is given and what is to be found when solving verbal problems.

6) In adding and subtracting polynomials, be sure that the students understand and can apply the axioms and properties used to combine similar terms. In multiplication and division students should obtain a workable knowledge of factors, exponents, prime numbers, and the use of the distributive property.

7) It is essential that the student can perform the following types of special products and factoring:

(1) $a(x + y) = ax + ay$ and $ax + ay = a(x+y)$
(2) $(a + b)(a - b) = a^2 - b^2$ and $a^2 - b^2 = (a + b)(a - b)$
(3) $(a + b)^2 = a^2 + 2ab + b^2$ and $a^2 + 2ab + b^2 = (a + b)^2$
(4) $(ax + b)(cx + d) = acx^2 + (ad + bc)$ $x + bd$ and $acx^2 + (ad + bc)$ $x + bd = (ax + b)(cx + d)$

Emphasize that factoring is a necessary device in sequential work in algebra.

REFERENCES & AIDS

REFERENCES

Houghton Mifflin Co., **Modern School Mathematics,** Algebra I, 1967

Houghton Mifflin Co., **Modern Algebra, Structure and Method,** Bk. 1, 1962

Holt, Rinehart and Winston, **Modern Elementary Algebra,** 1965

Webster Division, McGraw-Hill Book Co., **Modern Algebra, Structure and Function,** Bk. I, 1968

Addison-Wesley Publishing Co., **Algebra, Book I,** 1967

Prentice-Hall, **Algebra One,** 1966

D. C. Heath and Co., **Introduction to Algebra,** 1967

Allyn and Bacon, **Algebra One,** 1965

AIDS

Chalkboard and colored chalk

Overhead projector

Straight edge

See audio-visual catalogue for films and filmstrip

ENGLISH DEPARTMENT

Course No. 427

Advanced Composition

Description of Course:

The study of model essays.

The writing of informal and formal essays.

The use of research procedures.

Administrative Requirements:

Because of paper work required of teacher, the class should be limited to 20 students.

One hour period, five days a week two days of which will be for laboratory activity.

Course recommended for students who:

have successfully completed one composition course, or are recommended by teachers.

Performance Objectives of Course:

The student . . . .

given a well-organized essay of formal theme, outlines the major topics and supporting elements in acceptable outline form.

given several well-organized and well-developed compositions and a list of thesis statements, selects with 80 percent accuracy the thesis statement of each model.

writes a thesis statement and constructs a functional outline which is clearly the framework for a theme which he composes in a classroom situation.

given three thesis sentences on a topic with which he is familiar, writes within a specified period of time a paper in which he develops or supports one and only one of the three possible thesis. (Purpose: to demonstrate ability to stick to one controlling idea without being diverted by complementary ideas or to organize complementary ideas so that they support a controlling idea.) This is to be done to the satisfaction of the instructor.

from a given number of selections, recognizes and identifies with 80% accuracy the basic types of formal composition:

example comparison and/or contrast classification definition argument persuasion analysis

The student . . .

organizes and writes, upon request for a specific type, at least four of the above-listed types of formal compositions to the satisfaction of the instructor.

delineates to the satisfaction of instructor, by oral or written discussion or by presenting examples of each, the difference in formal and informal (familiar) essays.

writes an informal essay that entertains, informs, and holds the interest of his classmates.

demonstrates his understanding of specific word choices and of the impact of "energy" words over "static" words by identifying with 80 percent accuracy the "energy" words and/or phrases from a selected passage.

demonstrates his understanding of the effectiveness of concrete terminology and of descriptive detail by listing with 80 percent accuracy the layers of structure in a set of given sentences. Example: a sentence from "The Eighty-Yard Run" by Irwin Shaw: "I pivoted away, keeping the arm locked, dropping the safety man as he ran easily toward the goal line, with the drumming of cleats diminishing behind him" contains three specific descriptions, two ("keeping arm locked," "dropping safety man") which refer directly to the sentence base ("He pivoted away") and one ("with the drumming . . . . him") which describes the action in the modifying clause ("as he ran . . . line").

using selected sentences as models, constructs sentences which display several layers of structure; is able to describe with 80 percent accuracy these constructions.

on a topic of his own choosing or on a topic chosen from a given list of places, scenes, objects or actions, writes a paragraph or a short essay or a short narration which demonstrates to the satisfaction of instructor and classmates the ability to sustain a specific attitude toward the subject. Student should state the attitude in a sentence apart from the composition, not within it.

accomplishes his writing with 80 percent accuracy in the mechanics of commonly-used punctuation, spelling, sentence and paragraph and structure, and standard usage.

uses with 80% accuracy the skills developed on Composition 327: expanding and/or limiting the topic;

linking paragraphs logically; using a variety of methods of development: details, examples, comparison and/or contrast, definition, induction, deduction, spatial or chronological movement, etc.

answers with 80% accuracy the questions on a prepared test covering the procedures of research.

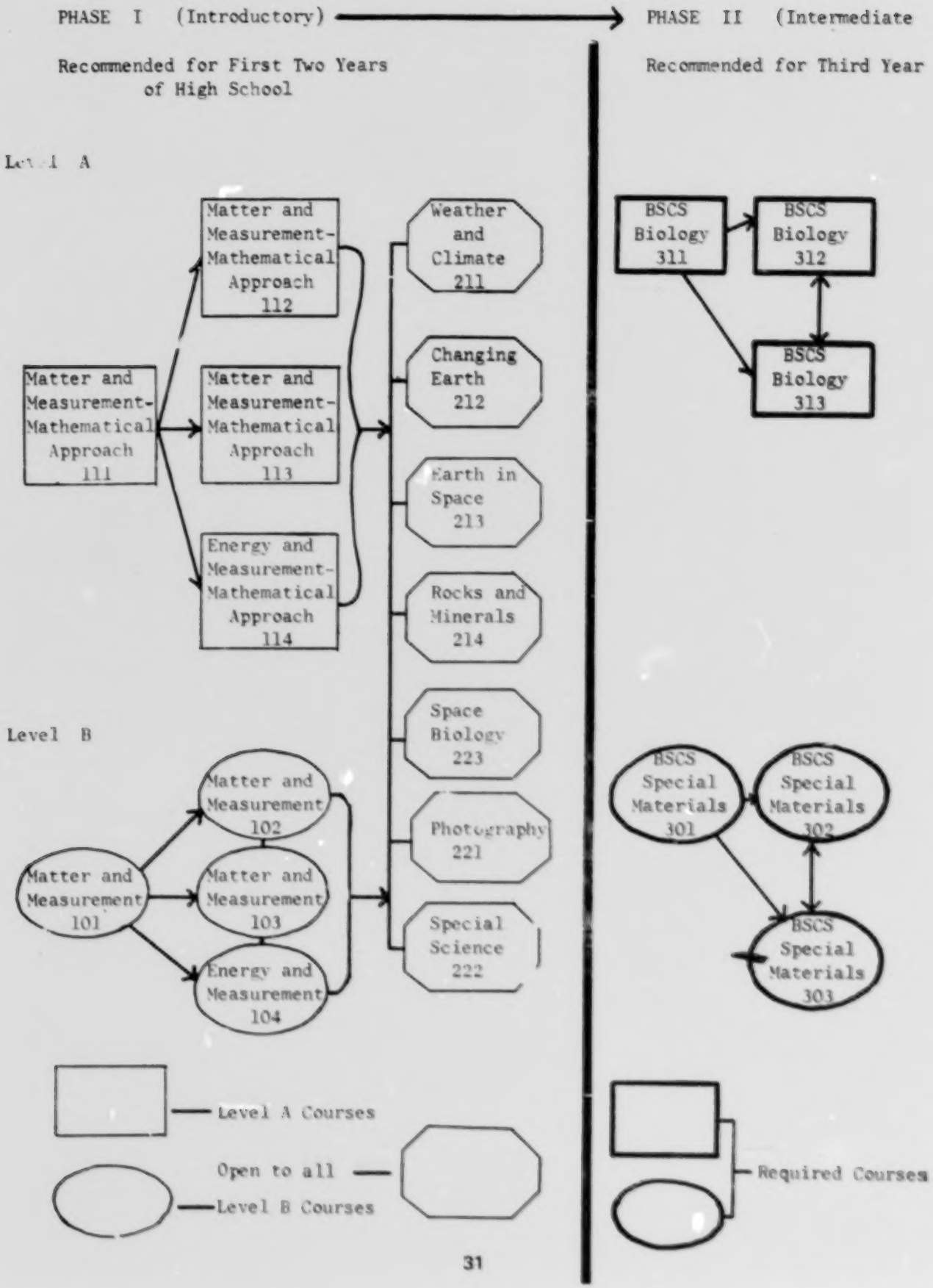
given a broad topic and an assignment to employ the resources available to him, prepares a working bibliography of at least twenty sources on a narrowed aspect of that topic.

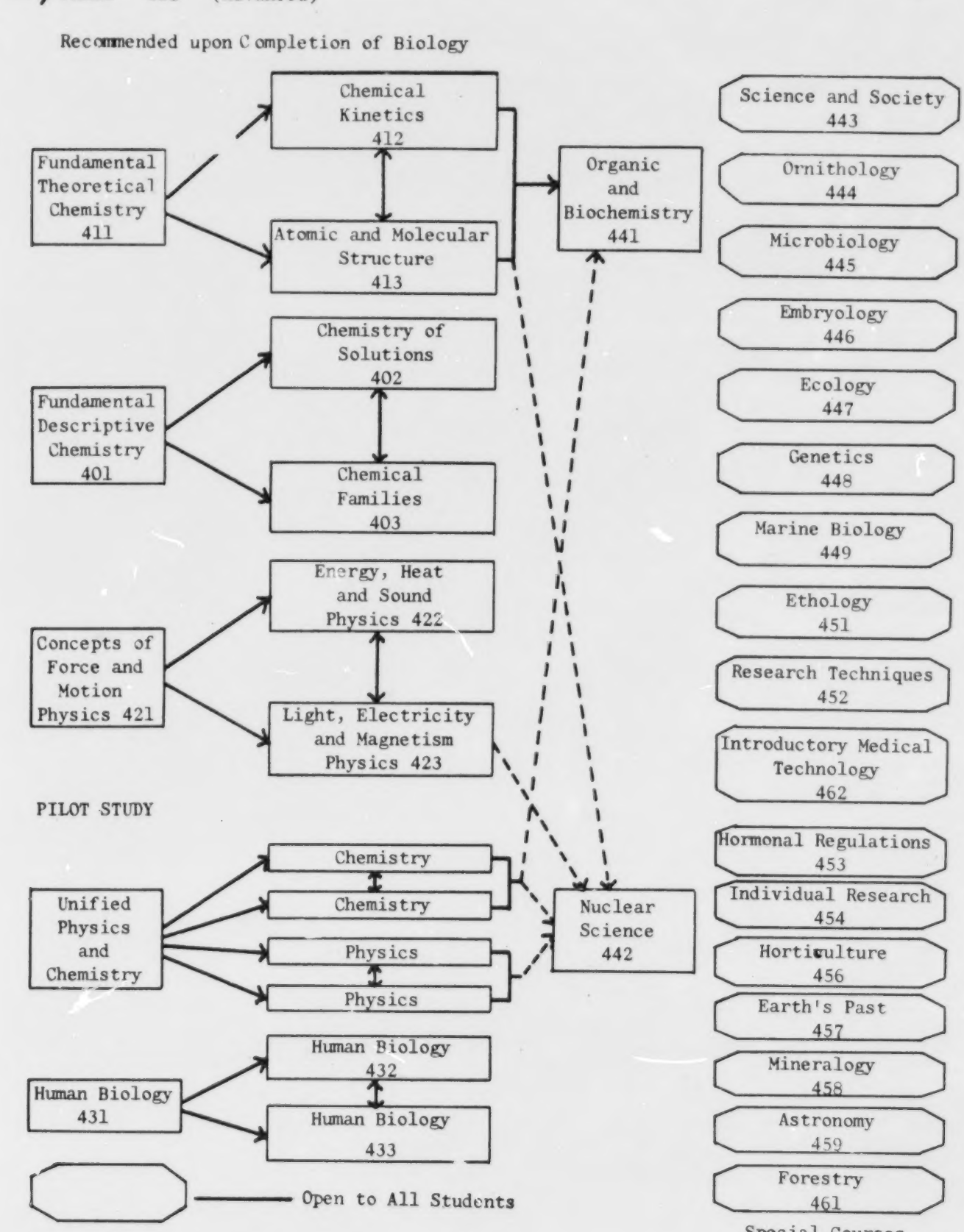
given a set of bibliographical information and a list of situations in which this information might be needed in documenting a paper, prepares footnotes and bibliographical entries with 90% accuracy according to a given style manual (manual available to student at time of performance).

given several sets of quotations exemplifying various types of sources (from poetry, from plays, from novels, from speeches, etc.) and given several choices of methods or presenting this quoted material within a research paper, chooses with 70% accuracy the method advocated by style manual, text, and/or classroom demonstration.

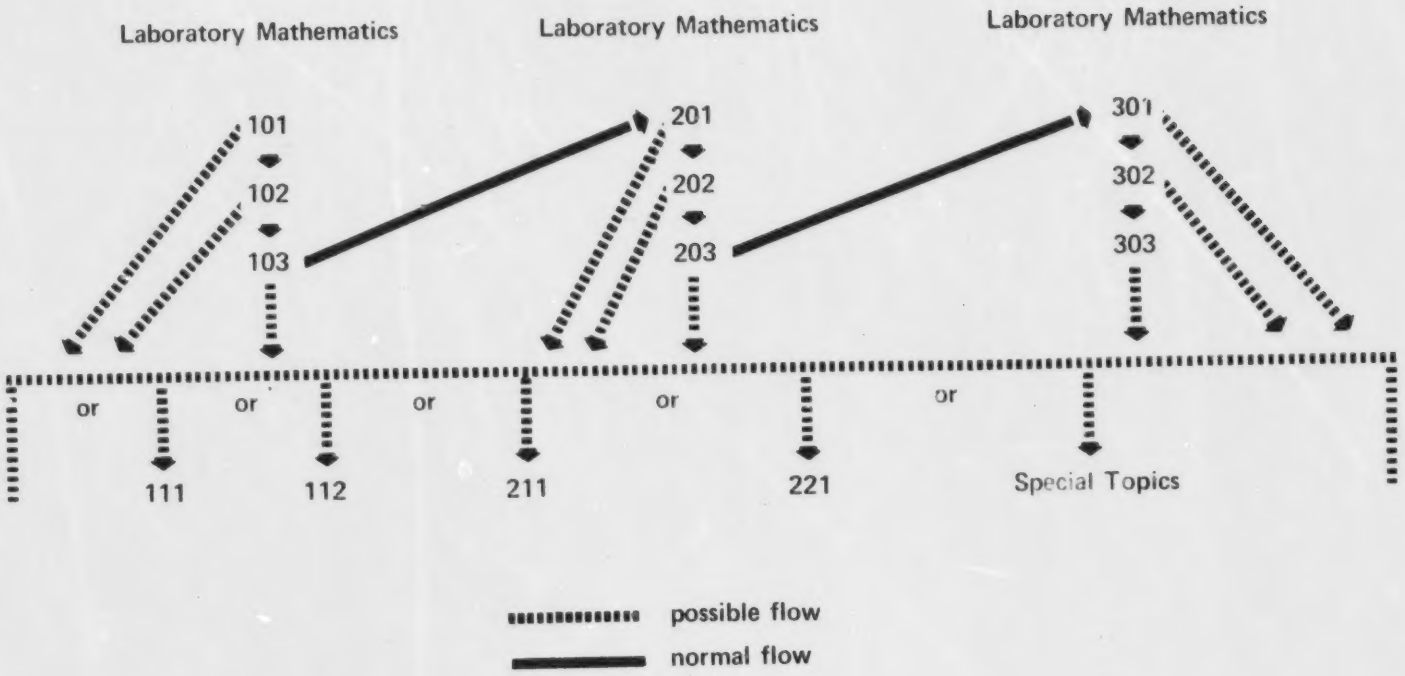
[If desirable to specific school and/or teacher, research skills may be demonstrated through the step-by-step evaluation of the students' writing of a short research paper. These skills should NOT, however, be demonstrated only through the teacher's evaluation of the final composition.]

FLOW CHARTS IN SCIENCE AND MATHEMATICS


PHASE I (Introductory)
PHASE II (Intermediate
Recommended for First Two Years of High School
Recommended for Third Year
Level A
Matter and Measurement-Mathematical Approach 111
Matter and Measurement-Mathematical Approach 112
Matter and Measurement-Mathematical Approach 113
Energy and Measurement-Mathematical Approach 114
Weather and Climate 211
Changing Earth 212
Earth in Space 213
Rocks and Minerals 214
Space Biology 223
Photography 221
Special Science 222
BSCS Biology 311
BSCS Biology 312
BSCS Biology 313
Level B
Matter and Measurement 101
Matter and Measurement 102
Matter and Measurement 103
Energy and Measurement 104
BSCS Special Materials 301
BSCS Special Materials 302
BSCS Special Materials 303
Level A Courses
Level B Courses
Open to all
Required Courses

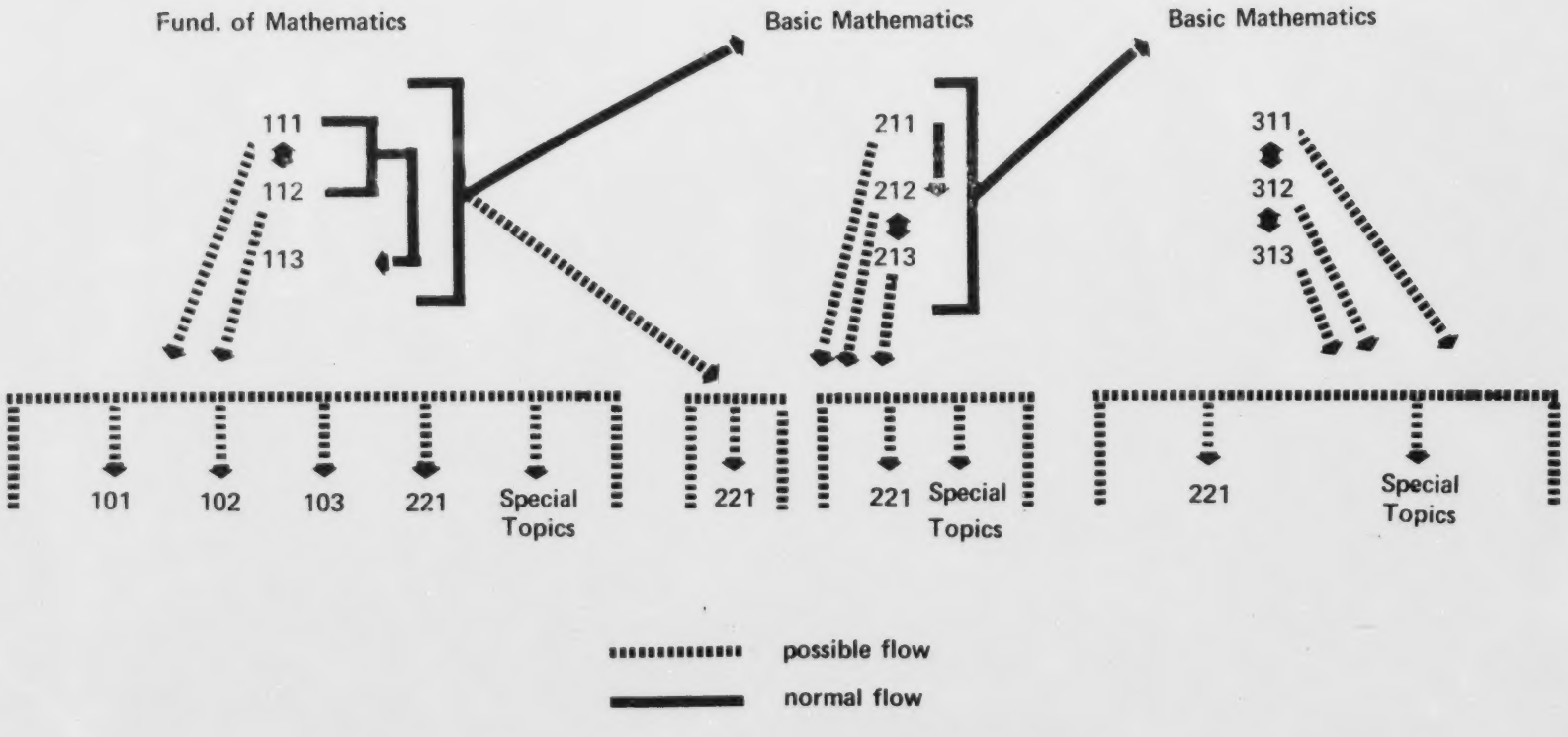

PHASE III (Advanced)
Recommended upon Completion of Biology
Chemical Kinetics 412
Fundamental Theoretical Chemistry 411
Atomic and Molecular Structure 413
Organic and Biochemistry 441
Science and Society 443
Ornithology 444
Microbiology 445
Embryology 446
Ecology 447
Genetics 448
Marine Biology 449
Ethology 451
Research Techniques 452
Introductory Medical Technology 462
Hormonal Regulations 453
Individual Research 454
Horticulture 456
Earth's Past 457
Mineralogy 458
Astronomy 459
Forestry 461
Special Courses
Chemistry of Solutions 402
Fundamental Descriptive Chemistry 401
Chemical Families 403
Energy, Heat and Sound Physics 422
Concepts of Force and Motion Physics 421
Light, Electricity and Magnetism Physics 423
PILOT STUDY
Chemistry
Chemistry
Unified Physics and Chemistry
Physics
Physics
Nuclear Science 442
Human Biology 432
Human Biology 431
Human Biology 433
Open to All Students

FLOW CHART OF LABORATORY MATHEMATICS



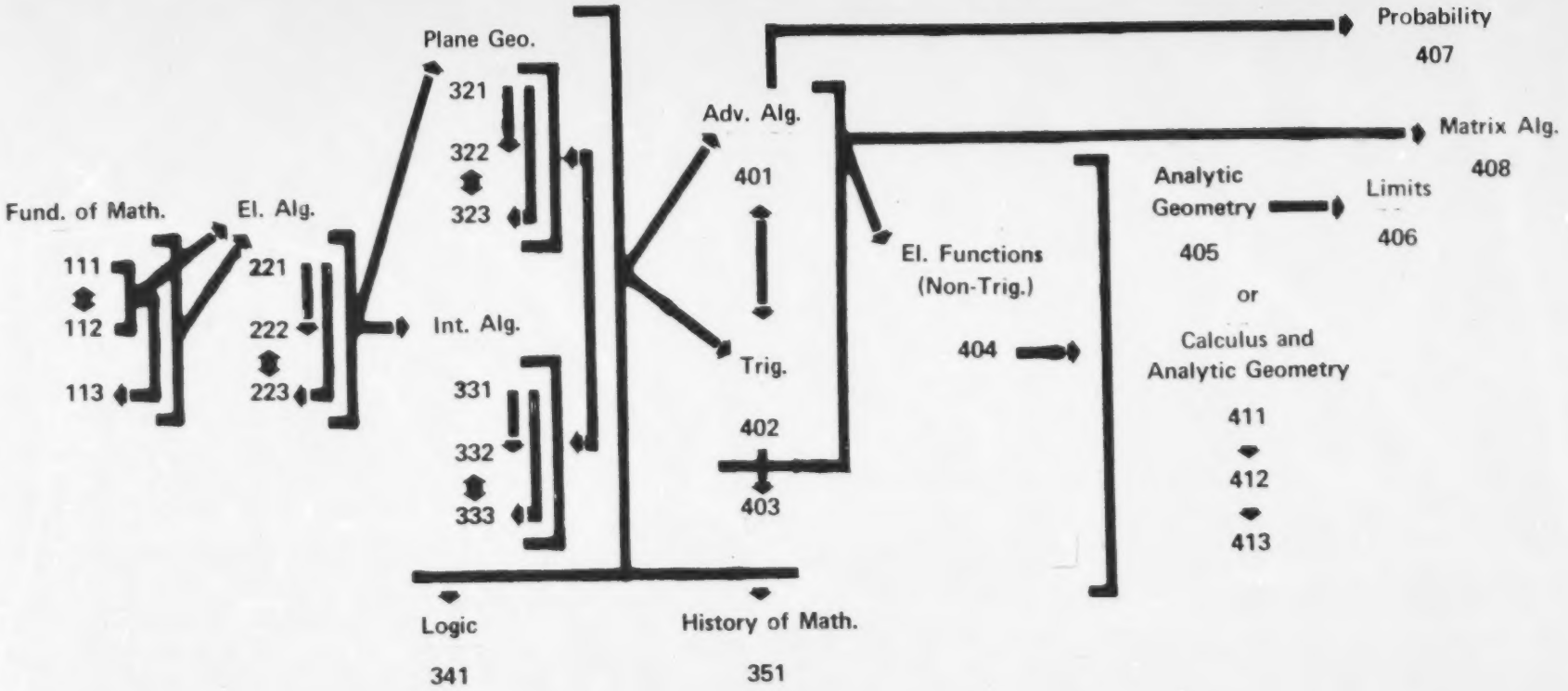
NOTE: A pupil will be placed initially in the course appropriate to his achievement level.

FLOW CHART OF BASIC MATHEMATICS



NOTE: A pupil, who does not succeed in either 111 or 112, may be recommended for 101, 102 or 103.

FLOW CHART OF THE ACADEMIC PROGRAM IN MATHEMATICS



NOTE: A pupil may move from the Academic Program to the Basic Program at any quarter.

PROCEDURES FOR REVISING COURSE OFFERINGS

PROCEDURES FOR REVISING COURSE OFFERINGS

Procedures for Revising Course Offerings

Curriculum development and revision is a never-ending process. Courses composing the curriculum should be continuously evaluated and reviewed, and changes should be based upon an analysis of the pupils to be served and the objectives to be accomplished in the course. A determination should be made concerning the appropriate content for enabling those pupils with identified needs, interests, and abilities to attain realistic educational objectives. All persons concerned should be represented in the revision process, including the professional staff, parents, and pupils who can contribute to making decisions concerning various aspects of the curriculum.

The following procedures will be followed in this process.

. Any group or individual who recognizes a need for a revision or addition of a course should make his request in writing to the assistant superintendent for instruction.

. The assistant superintendent will initiate and coordinate the curriculum planning activities which will involve both appropriate groups and individuals.

. An outline of the requested revision or addition will be developed by the planning groups and will include: characteristics of pupils for whom the course is designed, accomplishments to be realized during the course (behavioral objectives), suggested content for achieving these objectives, administrative conditions and/or resources needed to provide the quality learning experience.

. The written outline of the proposed course will be submitted for suggestions and recommendations to school principals who might include such an offering in their program.

. The assistant superintendent for instruction will then submit to the superintendent and his administrative staff the course outline for appropriate recommendation.

. Final approval for a course offering will be made by the superintendent.

. After approval by the superintendent, the details of the course will be submitted to the Atlanta Board of Education for information and/or appropriate action.

The same steps as outlined should be taken in deleting courses from the curriculum, except that no outline of the course will be necessary. In place of the outline, justification for deleting the offering should be given in terms of one or more of the curriculum components listed in procedure number three above.

COMPLETE LIST OF ENGLISH COURSES

ENGLISH

COURSE NO.	TITLE	DESCRIPTION
301010	READ. IMPROVEMENT A	A SERIES OF COURSES DESIGNED TO IMPROVE THE LISTENING, SPEAKING, READING AND WRITING SKILLS OF THE SEVERELY DISABLED READER.
301020	READ. IMPROVEMENT B	
301030	READ. IMPROVEMENT C	
301040	READ. IMPROVEMENT D	
301110	COM. SKILLS LABS I	LANGUAGE SKILLS COURSES DESIGNED TO TEACH THE COMMUNICATION SKILLS OF LISTENING, SPEAKING, READING AND WRITING IN AN INTER-RELATED APPROACH.
301120	COM. SKILLS LABS II	
301130	COM. SKILLS LABS III	
301140	COM. SKILLS LABS IV	LANGUAGE SKILLS COURSES DESIGNED TO TEACH THE COMMUNICATION SKILLS OF LISTENING, SPEAKING, READING AND WRITING IN AN INTERRELATED APPROACH.
301150	COM. SKILLS LABS V	SAME
301160	COM. SKILLS LABS VI	SAME

301180 SPELLING

DESIGNED TO IMPROVE BASIC SPELLING SKILLS, SOME PROFICIENCY IN THE FOLLOWING AREAS IS A DESIRED OUTCOME OF THE COURSE: USE OF DIACRITICAL MARKS, SYLLABICATION, ROOTS, PREFIXES AND SUFFIXES.

301210 LITERARY THEMES

A COURSE TO INTRODUCE THE STUDY OF LITERATURE IN HIGH SCHOOL, WITH EMPHASIS ON IDENTIFYING AND UNDERSTANDING LITERARY THEMES.

301220 MYTHS AND LEGENDS

A STUDY OF GREEK, ROMAN AND NORSE MYTHOLOGY, NEGRO FOLKLORE, WORLD MYTHS, ARTHURIAN LEGENDS, LEXICOGRAPHY AND WRITING.

301230 SENTENCE PATTERNS

AN OVERVIEW OF THE NATURE OF LANGUAGE AND A STUDY OF THE STRUCTURE OF THE SENTENCE AND ITS PATTERNS.

302010 READING INTERPRET.

A COURSE TO DEVELOP AND ENHANCE THOSE SKILLS NEEDED FOR EFFICIENT, FUNCTIONAL READING.

302020 LITERARY MODES

AN INTRODUCTION TO LITERATURE THROUGH THE STUDY OF THE ROMANTIC, COMIC, AND TRAGIC MODES, WITH REPRESENTATIVE SELECTIONS IN THESE AREAS.

302030 LANGUAGE SKILLS

THE STUDY OF ORAL AND WRITTEN ENGLISH LANGUAGE, WITH PARTICULAR EMPHASIS ON THE SENTENCE, APPROPRIATE USAGE, AND WORD STUDY.

302040 TRANS. GRAMMAR
INDUCTIVE APPROACH TO THE TEACHING OF THE STRUCTURE OF ENGLISH.

302110 MASS MEDIA
A COURSE TO DEVELOP CRITICAL EVALUATION OF MASS MEDIA AND THE INFORMATION AND ENTERTAINMENT OFFERED TO THE PUBLIC.

302120 THE PARAGRAPH
A STUDY OF THE PARAGRAPH AS AN ORAL AND/OR WRITTEN REPRESENTATION OF A UNIT OF DISCIPLINED THOUGHT.

302130 LITERARY TYPES
A STUDY OF THE FIVE LITERARY GENRE AND THEIR DISTINGUISHING CHARACTERISTICS, WITH ATTENTION TO ENGLISH USAGE AND WRITING.

302250 VOC. DEVELOPMENT
DESIGNED TO MEET THE NEEDS OF STUDENTS WHO ARE COLLEGE BOUND

AND THOSE WHO HAVE SPELLING DIFFICULTIES.

303010 EXPOS. COMPOSITION
A STEP-BY-STEP APPROACH TO SUCCESSFUL EXPOSITORY COMPOSITIONS.

303020 ADVENTURING LIT. I
A COURSE EXPLORING THE THEMES OF BATTLE, THE SUPERNATURAL, AND PHILOSOPHY IN LITERATURE OF THE WORLD.

303030 ADVENTURING LIT. II
A COURSE DEVELOPING THE THEMES OF EXPLORATION, LEGEND, AND MYSTERY AS PRESENTED IN WORLD LITERATURE.

303050 AMERICAN LIT. I

A COURSE DEVELOPING THE THEMES OF THE PURITAN TRADITION, THE FRONTIER SPIRIT, AND THE IDEAL OF SUCCESS IN AMERICAN CULTURE AS THEY ARE PRESENTED IN AMERICAN LITERATURE.

303060 AMERICAN LIT. II

A COURSE DEVELOPING THE IDEAS OF DISILLUSIONMENT AND BELIEF IN AMERICA AS MAJOR THEMES PRESENTED IN AMERICAN LITERATURE.

303110 ENG. LIT.: VALUES

AN EXPLORATION OF THE ATTITUDES AND ASSUMPTIONS OF ENGLISH WRITERS IN RELATION TO THE INDIVIDUAL, SOCIETY, AND THE UNIVERSE.

303120 ENG. LIT.: CONFLICT

A STUDY OF THE EFFECT OF CONFLICT ON INDIVIDUALS AND GROUPS AS REVEALED IN MAJOR WORKS OF ENGLISH LITERATURE.

303210 ORAL LANGUAGE

THE STUDY OF EFFECTIVE COMMUNICATION THROUGH ORAL EXPRESSION.

303220 CREATIVE WRITING

A STUDY OF AND USE OF THE CRAFT OF WRITING POEMS, SHORT STORIES, DRAMAS, AND PERSONAL ESSAYS.

303230 READINGS MODERN MAN

A COURSE EXAMINING A VARIETY OF SHORT READINGS PRESENTING IDEAS AND VALUES IMPORTANT TO OUR TIMES.

303240 DRAMA FOR MODERN MAN

A COURSE INTRODUCING DRAMA AS A MEANS OF EXPRESSING IDEAS ABOUT MAN AND OF EXPERIENCING INDIRECTLY THE CONCERNS OF OTHERS.

303250 THE SHORT STORY

A STUDY OF THE SHORT STORY AS A REPRESENTATION OF LIFE, WITH EMPHASIS ON ENJOYMENT AND UNDERSTANDING OF THE GENRE.

303260 THEATRE STAGE CRAFT

THE TECHNICAL ASPECTS OF THEATER AND THE FUNDAMENTALS OF PLAY PRODUCTION.

303270 COMPOSITION

THE STUDY OF BASIC COMPOSITION TYPES.

303310 HUMANITIES I

AN OVERVIEW OF THE HUMANISTIC APPROACH TO LEARNING, WITH EMPHASIS UPON CONSTRUCTING RELATIONSHIPS AMONG SEVERAL ARTS.

303320 HUMANITIES II

AN INVESTIGATION OF THE WAY PREVIOUS GENERATIONS HAVE FOUND SOLUTIONS TO THE PROBLEMS OF THE ERA.

303330 HUMANITIES III

OPPORTUNITIES FOR INDIVIDUAL PERSONAL RESPONSES TO THE PROBLEMS OF HUMAN EXPERIENCE.

303410 INTRO. JOURNALISM

SURVEY STUDY OF THE DEVELOPMENT. CHARACTERISTICS, AND TECHNIQUES OF VARIOUS TYPES OF JOURNALISTIC PRESENTATIONS, GIVING LIMITED EXPERIENCE IN PRODUCTION.

303420 INTER. JOURNALISM

DETAILED EXPLORATION OF THE PRODUCTION OF SCHOOL NEWSPAPER, YEARBOOK, MAGAZINE, RADIO PROGRAM, INCLUDING ON-THE-JOB TRAINING WITH ONE OF THEM.

303430 ADV. JOURNALISM

ACTUAL PRODUCTION OF A SCHOOL PUBLICATION, INCLUDING ASSISTANCE WITH TRAINING OF INCOMING STAFF MEMBERS.

303510 THE NOVEL

AN EXPLORATION OF THE NOVEL AS A REPRESENTATION OF LIFE TO HELP THE STUDENT DEVELOP INSIGHTS ABOUT HIMSELF AND HIS WORLD.

303600 CREATIVE DRAMATICS

STUDENTS APPLY SKILLS THEY HAVE ACQUIRED IN THE AREA OF STAGE AND THEATRE BY PRESENTING PLAYS.

303610 DRAMA

A COURSE ENABLING STUDENTS TO ENJOY DRAMA AND TO UNDERSTAND ITS DEVELOPMENT, TYPES, STYLES, STRUCTURE, AND CRITICISM.

303620 SHAKESPEARE

A COURSE CONCERNED WITH THE STUDY OF SHAKESPEARE'S PLAYS AS LITERARY MASTERPIECES AND AS ART FORMS TO BE ENJOYED AND REACTED TO.

304010 LANGUAGE DEVELOPMENT

STUDY OF DEVELOPMENT AND USE OF THE ENGLISH LANGUAGE: HISTORY, DIALECTS, SEMANTICS, LEXICOGRAPHY, USAGE, AND GRAMMAR.

304020 AMER. ENG. DIALECTS

A COURSE RECOGNIZING SOCIAL AND REGIONAL DIALECT DIFFERENCES EXISTING AMONG SPEECH COMMUNITIES.

304030 REVIEW OF GRAMMAR

A REVIEW OF THE TERMINOLOGY AND FUNCTIONS OF GRAMMAR.

304050 POETRY

A STUDY OF POETRY THROUGH CLOSE READING AND DISCUSSION OF IMAGERY, STRUCTURE, AND THEME, FREQUENTLY CONCENTRATING ON MANY POEMS BY ONE AUTHOR.

304060 TRENDS CONTEMP. LIT.

AN EXPLORATION OF THE IDEAS, SUCH AS EXISTENTIALISM AND THEATRE OF THE ABSURD, WITH WHICH MODERN WRITERS CONCERN THEMSELVES.

304070 LIT. OF WEST. WORLD

A SAMPLING OF ANCIENT AND MODERN WRITINGS OF ALL GENRES FROM ALL CULTURES OF THE WESTERN WORLD.

304080 LIT. OF EAST. WORLD

A SAMPLING OF ANCIENT AND MODERN WRITINGS OF ALL GENRES FROM ALL CULTURES OF THE EASTERN WORLD.

304270 ADV. COMPOSITION

THE STUDY OF MODEL ESSAYS, THE WRITING OF INFORMAL AND FORMAL ESSAYS, THE USE OF RESEARCH PROCEDURES.

304310 HUMANITIES IV

A STUDY OF AMERICAN CULTURE AS A FUSION OF MAN'S EXPRESSIONS IN HISTORY, LITERATURE, MUSIC AND ART.

304320 HUMANITIES V

AN INVESTIGATION OF THE AMERICAN CULTURAL HERITAGE FROM THE COLONIAL THROUGH THE FRONTIER ERAS.

304330 HUMANITIES VI

AN INVESTIGATION OF THE CULTURAL HERITAGE OF AMERICAN FROM THE INDUSTRIAL ERA THROUGH THE 20TH CENTURY.

305680 YEAR BOOK

PRODUCTION OF THE SCHOOL ANNUAL.

306110 ADV. PLACEMENT A

THE COURSE INVOLVES RELATING HUMANISTIC PERSPECTIVES TO THE STUDY OF WORLD LITERATURE AND ENGLISH LITERATURE APPROACHED IN ANALYTICAL AND COMPARATIVE STUDY OF GENRES. IT IS A COLLEGE LEVEL SUBJECT WHICH CULMINATES IN A COLLEGE ENTRANCE EXAMINATION BOARD THREE-HOUR ESSAY EXAMINATION IN LITERATURE AND COMPOSITION. PREREQUISITE HONORS WORK FOR TWO YEARS.

306120 ADV. PLACEMENT B

SAME

306130 ADV. PLACEMENT C

SAME

CONVERSION TABLE FOR CHANGING CARNEGIE UNITS
INTO QUARTER HOURS

Conversion Table
Academic And Activity Credits To Quarter Hours

One (1) Carnegie unit equals fifteen (15) quarter hours. To convert eighth grade work to quarter hours

(1) Count academic and activity credit for the work you satisfactorily completed last year.

(2) Use the following conversion table to find the number of quarter hours your academic and activity credits equal.

ACADEMIC

Unit Credit	Quarter Hours
1/2	7-1/2
1	15
1-1/2	22-1/2
2	30
2-1/2	37-1/2
3	45
3-1/2	52-1/2
4	60
4-1/2	67-1/2
5	75
5-1/2	82-1/2
6	90
6-1/2	97-1-2
7	105
7-1/2	112-1/2
8	120
8-1/2	127-1/2
9	135
9-1/2	142-1/2
10	150
10-1/2	157-1/2
11	165
11-1/2	172-1/2
12	180
12-1/2	187-1/2
13	195
13-1/2	202-1/2
14	210
14-1/2	217-1/2
15	225
15-1/2	232-1/2
16	240

ACTIVITY

Activity Credit	Quarter Hours
1/8	4
1/4	7-1/2
3/8	11
1/2	15
5/8	19
3/4	22-1/2
7/8	26
1	30
1-1/8	34
1-1/4	37-1/2
1-3/8	41
1-1/2	45
1-5/8	49
1-3/4	52-1/2
1-7/8	56
2	60
2-1/8	64
2-1/4	67-1/2
2-3/8	71
2-1/2	75
2-5/8	79
2-3/4	82-1/2
2-7/8	86
3	90

Promotion To:

9th Grade . . . 60 qr. hrs.
10th Grade . . . 135 qr. hrs.
11th Grade . . . 210 qr. hrs.
12th Grade . . . 285 qr. hrs.
Graduate . . . 375 qr. hrs.

REQUIREMENTS FOR HIGH SCHOOL GRADUATION

REVISED REQUIREMENTS FOR HIGH SCHOOL GRADUATION AS PRESENTED TO THE ATLANTA BOARD OF EDUCATION

It is recommended that requirements for high school graduation be modified to provide more flexibility and greater choice of subjects and subject fields for high school pupils. The proposed requirements will meet the requirements of the State Department of Education and accreditation agencies. They facilitate implementation of a four-quarter school year and more adequately achieve the goal of providing a curriculum more relevant to all pupils.

It is proposed that accounting for credit be in terms of quarter hours rather than Carnegie units. A quarter hour is defined as a minimum of fifty (50) minutes and a maximum of sixty (60) minutes of instruction per week or its equivalent. A total of 375 quarter hours (grades 8 through 12) will be required for graduation.

Proposed Graduation Requirements in Subject Fields
Grades 8 - 12

Subject Field	Quarter Hours
English	60
Social Science (Georgia History and 15 quarter hours in American History)	60
Mathematics and Science (A minimum of 30 quarter hours in each field and 15 in biology)	75
Home Economics and/or Industrial Technology	10
Art and/or Music	10
*Physical Education and/or Military	55
Health	5
	275

*The requirement of fifty-five quarter hours in physical education and/or military will be held in abeyance for a trial period of one year subject to extension.

It is also proposed that to be consistent with state requirements a minimum of 300 quarter hours be earned in fields other than physical education, military, health, athletics, and school service.

It is possible for a pupil to earn as many as 450 quarter hours during his five years of high school. Only 275 quarter hours are to be taken in specified fields. A minimum of 375 quarter hours are required for graduation.

CALENDAR FOR SCHOOL YEARS 1968-69 AND 1969-70

SCHOOL CALENDARS FOR 1968-1969 AND 1969-1970

1968-69

Quarter Begins	Quarter Ends
1st Sept. 3, 1968	Nov. 26, 1968
2nd Dec. 2, 1968	March 5, 1969
3rd March 6, 1969	May 30, 1969
4th June 4, 1969	June 15, 1969

Teacher planning days when students are not present: August 16 through 30, 1968; Nov. 27, 1968; March 7, 1969; June 5, 6, 1969.

1969-70

Quarter Begins	Quarter Ends
1st Sept. 2, 1969	Nov. 24, 1969
2nd Nov. 25, 1969	March 4, 1970
3rd March 5, 1970	June 1, 1970
4th June 8, 1970	August 19, 1970

Teacher work days when students are not present: August 25 through 29; 1969; November 26, 1969; March 6, 13, 1970; April 3, 1970; June 3 through 10, 1970.

COURSES OFFERED IN TWO DIFFERENT HIGH SCHOOLS

Report 07206A

. . . . School Code No. 23130

VERIFICATION LISTING OF SCHOOL COURSE OFFERINGS

Course Title	Course Code	SX	QT	Days Meets	Max. Seating	Ideal Seating	Class Length M T W T F
Study Hall	101000		1	M T W T F	0035	0030	0101010101
Dummy Class	102000		1	M T W T F	1000	1000	0101010101
Dummy Class	102001		1	M T W T F	0300	0300	0101010101
Teacher Aides	205610	B	1	M T W T F	0025	0015	0101010101
Student Council	205710		1	M T W T F	0040	0040	0101010101
Read. Improvement A	301010		1	M T W T F	0035	0027	0101010101
Myths and Legends	301220		1	M T W T F	0035	0027	0101010101
Myths and Legends	301221	B	1	M T W T F	0035	0027	0101010101
Myths and Legends	301222	B	1	M T W T F	0025	0022	0101010101
Mass Media	302110	B	1	M T W T F	0035	0027	0101010101
Literary Types	302130	B	1	M T W T F	0035	0027	0101010101
Adventuring Lit. I	303020	B	1	M T W T F	0035	0027	0101010101
Adventuring Lit. I	303021		1	M T W T F	0035	0027	0101010101
American Lit. II	303060	B	1	M T W T F	0035	0027	0101010101
Eng. Lit.: Values	303110	B	1	M T W T F	0035	0027	0101010101
Eng. Lit.: Conflict	303120	B	1	M T W T F	0035	0027	0101010101
Composition	303270	B	1	M T W T F	0035	0027	0101010101
Composition	303271	B	1	M T W T F	0035	0027	0101010101
Intro. Journalism	303410		1	M T W T F	0035	0030	0101010101
Creative Dramatics	303600	B	1	M T W T F	0035	0027	0101010101
Shakespeare	303620	B	1	M T W T F	0035	0027	0101010101
Language Development	304010	B	1	M T W T F	0035	0027	0101010101
Review of Grammar	304030	B	1	M T W T F	0035	0027	0101010101
Poetry	304050	B	1	M T W T F	0035	0027	0101010101
Adv. Composition	304270	B	1	M T W T F	0035	0027	0101010101
Adv. Composition	304271	B	1	M T W T F	0035	0027	0101010101
Year Book	305680	B	1	M T W T F	0035	0027	0101010101
Adv. Placement A	306111	B	1	M T W T F	0035	0027	0101010101
Beginning Latin A	351210	B	1	M T W T F	0032	0027	0101010101
Intermediate Latin A	352210	B	1	M T W T F	0032	0027	0101010101
Intermediate Latin A	352211	B	1	M T W T F	0032	0027	0101010101
Vergil's Aeneid A	353250		1	M T W T F	0032	0027	0101010101
Beginning French A	361010	B	1	M T W T F	0032	0027	0101010101

VERIFICATION LISTING OF SCHOOL COURSE OFFERINGS

Course Title	Course Code	SX	QT	Days Meets	Max. Seating	Ideal Seating	Class/Length M T W T F
Intermed. French A	362010	B	1	M T W T F	0032	0027	0101010101
Intermed. French D	363010	B	1	M T W T F	0032	0027	0101010101
Arts in France Today	364010		1	M T W T F	0032	0027	0101010101
Beginning Spanish A	371410	B	1	M T W T F	0032	0007	0101010101
Beginning Spanish C	371430	B	1	M T W T F	0032	0027	0101010101
Intermed. Spanish A	372410	B	1	M T W T F	0032	0027	0101010101
Intermed. Spanish B	372420	B	1	M T W T F	0032	0027	0101010101
Intermed. Spanish D	373410	B	1	M T W T F	0032	0027	0101010101
Mexican Novel - A	374420		1	M T W T F	0032	0027	0101010101
Spa. & L. AM. Customs	374450	B	1	M T W T F	0032	0027	0101010101
Funds of Math A	431110	B	1	M T W T F	0035	0027	0101010101
Funds of Math A	431112	B	1	M T W T F	0025	0022	0101010101
Basic Mathematics A	432110	B	1	M T W T F	0035	0027	0101010101
Ele Algebra A	432210	B	1	M T W T F	0035	0027	0101010101
Ele Algebra A	432211	B	1	M T W T F	0035	0027	0101010101
Plane Geometry A	433210	B	1	M T W T F	0035	0027	0101010101
Plane Geometry A	433211	B	1	M T W T F	0035	0027	0101010101
Intermed. Algebra A	433310	B	1	M T W T F	0035	0027	0101010101
Intermed. Algebra A	433311	B	1	M T W T F	0035	0027	0101010101
Advanced Algebra	434010	B	1	M T W T F	0035	0027	0101010101
Elementary Functions	434040	B	1	M T W T F	0035	0027	0101010101
Elementary Functions	434041	B	1	M T W T F	0035	0027	0101010101
Probability	434070	B	1	M T W T F	0035	0027	0101010101
Matter & Measurement	481110	B	1	M T W T F	0035	0027	0101010101
Changing Earth	482120	B	1	M T W T F	0035	0027	0101010101
Biology - SM	503010	B	1	M T W T F	0035	0027	0101010101
Biology (B,G,Y)	503110	B	1	M T W T F	0035	0027	0101010101
Human Biology	504310	B	1	M T W T F	0035	0027	0101010101
Microbiology	504450	B	1	M T W T F	0035	0027	0101010101
Physics	514210	B	1	M T W T F	0035	0027	0101010101
Theoretical Chem.	524110	B	1	M T W T F	0035	0027	0101010101
Georgia History	551020	B	1	M T W T F	0035	0027	0101010101
Nature of Civ.	552010	B	1	M T W T F	0035	0027	0101010101

VERIFICATION LISTING OF SCHOOL COURSE OFFERINGS

Course Title	Course Code	SX	QT	Days Meets	Max. Seating	Ideal Seating	Class/Length M T W T F
Dev. of US Democracy	553010	B	1	M T W T F	0035	0027	0101010101
Political Behavior	562030	B	1	M T W T F	0035	0027	0101010101
Political Behavior	562031	B	1	M T W T F	0035	0027	0101010101
Intro. to Economics	572060	B	1	M T W T F	0035	0027	0101010101
World Geog. Patterns	592020	B	1	M T W T F	0035	0027	0101010101
Intro. to PE	611010	F	1	M T W T F	0035	0030	0101010101
Intro. to PE	611010	M	1	M T W T F	0035	0030	0101010101
Int. Racg & Targ Spt	611120	F	1	M T W T F	0045	0030	0101010101
Inter. Soc, FL F'Ball	612020	M	1	M T W T F	0045	0030	0101010101
Inter. S'Ball, Hockey	612030	F	1	M T W T F	0045	0030	0101010101
Inter. Track & Field	612060	F	1	M T W T F	0045	0030	0101010101
Inter. Gymnastics	612070	F	1	M T W T F	0045	0030	0101010101
Inter. Gymnastics	612070	M	1	M T W T F	0045	0030	0101010101
Inter. B'Mton, Tennis	613020	F	1	M T W T F	0045	0030	0101010101
Inter. B'Mton, Tennis	613020	M	1	M T W T F	0045	0030	0101010101
Creative Movement	613110	F	1	M T W T F	0035	0030	0101010101
Ind. Fitness	613210	F	1	M T W T F	0045	0033	0101010101
Ind. Fitness	613210	M	1	M T W T F	0045	0030	0101010101
Advanced Volleyball	613230	F	1	M T W T F	0045	0030	0101010101
Advanced Volleyball	613230	M	1	M T W T F	0045	0030	0101010101
Advanced Flag F'Ball	613250	M	1	M T W T F	0045	0030	0101010101
Advanced Tennis	614050	F	1	M T W T F	0045	0030	0101010101
Driver Education	623010	B	1	M T W T F	0035	0027	0101010101
Man and His Art	641010	B	1	M T W T F	0030	0024	0101010101
Design Fundamentals	642110	B	1	M T W T F	0030	0024	0101010101
Drawing and Painting	643220	B	1	M T W T F	0026	0024	0101010101
Ceramics	643230	B	1	M T W T F	0026	0024	0101010101
Sculpture	643250	B	1	M T W T F	0026	0024	0101010101
Printmaking	643260	B	1	M T W T F	0026	0024	0101010101
School Service Art	643310	B	1	M T W T F	0026	0024	0101010101
Music in Amer Comm A	671010	B	1	M T W T F	0035	0027	0101010101
Mixed Inst. Tech.	672010		1	M T W T F	0100	0060	0101010101
Int. Girls Chorus	672110		1	M T W T F	0075	0060	0101010101

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. . . . School Code No. 23130

VERIFICATION LISTING OF SCHOOL COURSE OFFERINGS

Course Title	Course Code	SX	QT	Days Meets	Max. Seating	Ideal Seating	Class/Length M T W T F
Int. Mixed Chorus	672210		1	M T W T F	0075	0060	0101010101
String Techniques	672310		1	M T W T F	0040	0035	0101010101
Renaissance/Barogue	673010		1	M T W T F	0035	0027	0101010101
Advanced Band	673050		1	M T W T F	0150	0100	0101010101
Adv. Mixed Chorus	673210		1	M T W T F	0075	0060	0101010101
Int. String Orch.	673310		1	M T W T F	0035	0027	0101010101
Intr-Electrical Tech	701010		1	M T W T F	0024	0020	0101010101
Industrial Design	731050		1	M T W T F	0024	0022	0101010101
Technical Draft I	732410		1	M T W T F	0035	0032	0101010101
Basic House Planning	732430		1	M T W T F	0024	0022	0101010101
Spec. Probl-Drafting	732450		1	M T W T F	0035	0030	0101010101
Wood Technology I	752210		1	M T W T F	0024	0022	0101010101
Wood Const. Tech.	752240		1	M T W T F	0024	0022	0101010101
Ground & Flight A	763040	B	1	M T W T F	0035	0027	0101010101
Clothes For Teens	811040		1	M T W T F	0027	0024	0101010101
Imp. Room Interiors	812020		1	M T W T F	0027	0024	0101010101
Food Prep. & Service	812030		1	M T W T F	0027	0024	0101010101
Meal Management	813030		1	M T W T F	0027	0024	0101010101
Personal Records	832010		1	M T W T F	0030	0024	0101010101
Introduction To Law	833210		1	M T W T F	0035	0027	0101010101
Management	834010	B	1	M T W T F	0035	0027	0101010101
Job Development	854710		1	M T W T F	0025	0020	0101010101
Consumer Business	862030		1	M T W T F	0025	0020	0101010101
Clerical Training A	862110		1	M T W T F	0025	0020	0101010101
Typewriting A	871010	B	1	M T W T F	0036	0030	0101010101
Office Typewriting	873540		1	M T W T F	0036	0030	0101010101
Shorthand Theory	882510		1	M T W T F	0025	0020	0101010101

SCHOOL II

VERIFICATION LISTING OF SCHOOL COURSE OFFERINGS

Course Title	Course Code	SX	QT	Days Meets	Max. Seating	Ideal Seating	Class/Length M T W T F
Cafeteria Aides	205210	B	1	M T W T F	0350	0030	0101010101
Library Aides	205410	B	1	M T W T F	0004	0002	0101010101
Office Aides	205510	B	1	M T W T F	0004	0002	0101010101
Teacher Aides	205610	B	1	M T W T F	0025	0015	0101010101
W.I./W.O. II-A	253010	B	1	M T W T F	0025	0020	0101010101
W-Out III-A	254010	B	1	M T W T F	0025	0020	0101010101
W-Out IV-A	255010	B	1	M T W T F	0025	0020	0101010101
S. Eng. II-A	262010	B	1	M T W T F	0025	0020	0101010101
S. Eng. III-A	263010	B	1	M T W T F	0025	0020	0101010101
S. Eng. IV-A	264010	B	1	M T W T F	0025	0020	0101010101
S. Eng. V-A	265010	B	1	M T W T F	0025	0020	0101010101
S. Math. II-A	272010	B	1	M T W T F	0025	0020	0101010101
S. Math. III-A	273010	B	1	M T W T F	0025	0020	0101010101
S. Math. IV-A	274010	B	1	M T W T F	0025	0020	0101010101
S. Math. V-A	275010	B	1	M T W T F	0025	0020	0101010101
S. S-SD. II-A	282010	B	1	M T W T F	0025	0020	0101010101
S. S-SD. III-A	283010	B	1	M T W T F	0025	0020	0101010101
S. S-SD. IV-A	284010	B	1	M T W T F	0025	0020	0101010101
P-V Inf. II-A	292010	B	1	M T W T F	0025	0020	0101010101
V. Inf. III-A	293010	B	1	M T W T F	0025	0020	0101010101
V. Inf. IV-A	294010	B	1	M T W T F	0025	0020	0101010101
V. Inf. V-A	295010	B	1	M T W T F	0025	0020	0101010101
Read. Improvement A	301010	B	1	M T W T F	0035	0030	0101010101
Read. Improvement B	301020	B	1	M T W T F	0035	0030	0101010101
Com. Skills Labs I	301110	B	1	M T W T F	0035	0030	0101010101
Com. Skills Labs II	301120	B	1	M T W T F	0035	0030	0101010101
Literary Themes	301210	B	1	M T W T F	0035	0030	0101010101
Myths and Legends	301220	B	1	M T W T F	0035	0030	0101010101
Sentence Patterns	301230	B	1	M T W T F	0035	0030	0101010101
Reading Interpret.	302010	B	1	M T W T F	0035	0030	0101010101
Language Skills	302030	B	1	M T W T F	0035	0030	0101010101
Trans. Grammar	302040	B	1	M T W T F	0035	0030	0101010101
Mass Media	302110	B	1	M T W T F	0035	0030	0101010101

VERIFICATION LISTING OF SCHOOL COURSE OFFERINGS

Course Title	Course Code	SX	QT	Days Meets	Max. Seating	Ideal Seating	Class/Length M T W T F
The Paragraph	302120	B	1	M T W T F	0035	0030	0101010101
Expos. Composition	303010	B	1	M T W T F	0035	0030	0101010101
Adventuring Lit. I	303020	B	1	M T W T F	0035	0030	0101010101
Adventuring Lit. II	303030	B	1	M T W T F	0035	0030	0101010101
American Lit. I	303050	B	1	M T W T F	0035	0030	0101010101
American Lit. II	303060	B	1	M T W T F	0035	0030	0101010101
Eng. Lit.: Values	303110	B	1	M T W T F	0035	0030	0101010101
Oral Language	303210	B	1	M T W T F	0035	0030	0101010101
Creative Writing	303220	B	1	M T W T F	0035	0030	0101010101
Drama For Modern Man	303240	B	1	M T W T F	0035	0030	0101010101
Theatre Stage Craft	303260	B	1	M T W T F	0035	0030	0101010101
Composition	303270	B	1	M T W T F	0035	0030	0101010101
Humanities I	303310	B	1	M T W T F	0130	0120	0202020202
Intro. Journalism	303410	B	1	M T W T F	0035	0030	0101010101
Inter. Journalism	303420	B	1	M T W T F	0035	0030	0101010101
Adv. Journalism	303430	B	1	M T W T F	0035	0030	0101010101
Review of Grammar	304030	B	1	M T W T F	0035	0030	0101010101
Year Book	305680	B	1	M T W T F	0035	0030	0101010101
Beginning French A	361010	B	1	M T W T F	0035	0030	0101010101
Beginning French B	361020	B	1	M T W T F	0035	0030	0101010101
Intermed. French A	362010	B	1	M T W T F	0035	0030	0101010101
Intermed. French B	362020	B	1	M T W T F	0035	0030	0101010101
Intermed. French D	363010	B	1	M T W T F	0035	0030	0101010101
The New France	364040	B	1	M T W T F	0035	0030	0101010101
Beginning Spanish A	371410	B	1	M T W T F	0035	0030	0101010101
Beginning Spanish B	371420	B	1	M T W T F	0035	0030	0101010101
Intermed. Spanish A	372410	B	1	M T W T F	0035	0030	0101010101
Intermed. Spanish B	372420	B	1	M T W T F	0035	0030	0101010101
Intermed. Spanish D	373410	B	1	M T W T F	0035	0030	0101010101
Spa. Speaking Teens	374440	B	1	M T W T F	0035	0030	0101010101
Intermed. Russian A	392310	B	1	M T W T F	0035	0030	0101010101
Intermed. Russian D	393310	B	1	M T W T F	0035	0030	0101010101
Lab Mathematics A	431010	B	1	M T W T F	0035	0030	0101010101

VERIFICATION LISTING OF SCHOOL COURSE OFFERINGS

Course Title	Course Code	SX	QT	Days Meets	Max. Seating	Ideal Seating	Class Length M T W T F
Lab Mathematics B	431020	B	1	M T W T F	0035	0030	0101010101
Lab Mathematics D	432010	B	1	M T W T F	0035	0030	0101010101
Lab Mathematics E	432020	B	1	M T W T F	0035	0030	0101010101
Basic Mathematics A	432110	B	1	M T W T F	0035	0030	0101010101
Basic Mathematics B	432120	B	1	M T W T F	0035	0030	0101010101
Ele Algebra A	432210	B	1	M T W T F	0035	0030	0101010101
Ele Algebra B	432220	B	1	M T W T F	0035	0030	0101010101
Lab Mathematics G	433010	B	1	M T W T F	0035	0030	0101010101
Lab Mathematics H	433020	B	1	M T W T F	0035	0030	0101010101
Basic Mathematics D	433110	B	1	M T W T F	0035	0030	0101010101
Basic Mathematics E	433120	B	1	M T W T F	0035	0030	0101010101
Plane Geometry A	433210	B	1	M T W T F	0035	0030	0101010101
Plane Geometry B	433220	B	1	M T W T F	0030	0030	0101010101
Intermed. Algebra A	433310	B	1	M T W T F	0035	0030	0101010101
Intermed. Algebra B	433320	B	1	M T W T F	0035	0030	0101010101
Intermed. Algebra C	433330	B	1	M T W T F	0035	0030	0101010101
Advanced Algebra	434010	B	1	M T W T F	0035	0030	0101010101
Elementary Functions	434040	B	1	M T W T F	0035	0030	0101010101
APL	434230	B	1	M T W T F	0035	0030	0101010101
Matter & Measurement	481010	B	1	M T W T F	0035	0030	0101010101
Matter & Measurement	481020	B	1	M T W T F	0035	0030	0101010101
Matter & Measurement	481030	B	1	M T W T F	0035	0030	0101010101
Matter & Measurement	481110	B	1	M T W T F	0035	0030	0101010101
Matter & Measurement	481120	B	1	M T W T F	0035	0030	0101010101
Matter & Measurement	481130	B	1	M T W T F	0035	0030	0101010101
Weather & Climate	482110	B	1	M T W T F	0035	0030	0101010101
Changing Earth	482120	B	1	M T W T F	0035	0030	0101010101
Earth Materials	482140	B	1	M T W T F	0035	0030	0101010101
Biology (B,G,Y)	503110	B	1	M T W T F	0035	0030	0101010101
Biology (B,G,Y)	503120	B	1	M T W T F	0035	0030	0101010101
Human Biology	504310	B	1	M T W T F	0035	0030	0101010101
Physics	514210	B	1	M T W T F	0035	0030	0101010101
Theoretical Chem	524110	B	1	M T W T F	0035	0030	0101010101

VERIFICATION LISTING OF SCHOOL COURSE OFFERINGS

Course Title	Course Code	SX	QT	Days Meets	Max. Seating	Ideal Seating	Class Length M T W T F
Chemical Structure	524130	B	1	M T W T F	0035	0030	0101010101
Nature of Civ.	552010	B	1	M T W T F	0035	0030	0101010101
Dev. of Nation-State	552070	B	1	M T W T F	0035	0030	0101010101
Dev. of U.S. Democracy	553010	B	1	M T W T F	0035	0030	0101010101
U.S. Reform Movements	553020	B	1	M T W T F	0035	0030	0101010101
Modern U.S.	553040	B	1	M T W T F	0035	0030	0101010101
U.S. Social Structure	553070	B	1	M T W T F	0035	0030	0101010101
U.S. Law	563060	B	1	M T W T F	0035	0030	0101010101
Political Theory	564030	B	1	M T W T F	0035	0030	0101010101
Personal Economics	572050	B	1	M T W T F	0035	0030	0101010101
Contemp. Econ. Prob.	574010	B	1	M T W T F	0035	0030	0101010101
Ldrshp Grp. Process	584070	B	1	M T W T F	0035	0030	0101010101
Comparative Cultures	584080	B	1	M T W T F	0035	0030	0101010101
World Geog. Patterns	592020	B	1	M T W T F	0035	0030	0101010101
Intro. To Team Games	611020	F	1	M T W T F	0045	0040	0101010101
Intro. To Team Games	611020	M	1	M T W T F	0045	0040	0101010101
Bas. Skills Ind. Act	611110	F	1	M T W T F	0045	0040	0101010101
Bas. Skills Ind. Act	611110	M	1	M T W T F	0045	0040	0101010101
Int Racg & Targ Spt	611120	F	1	M T W T F	0045	0040	0101010101
Int Racg & Targ Spt	611120	M	1	M T W T F	0045	0040	0101010101
Inter V'Ball, B'Ball	612010	M	1	M T W T F	0045	0040	0101010101
Inter V'Ball, B'Ball	612011	F	1	M T W T F	0045	0040	0101010101
Inter Soc, Fl F'Ball	612020	F	1	M T W T F	0045	0040	0101010101
Inter Soc, Fl F'Ball	612020	M	1	M T W T F	0045	0040	0101010101
Inter S'Ball, Hockey	612030	F	1	M T W T F	0045	0040	0101010101
Inter S'Ball, Hockey	612030	M	1	M T W T F	0045	0040	0101010101
Inter Track & Field	612060	F	1	M T W T F	0045	0040	0101010101
Inter Track & Field	612060	M	1	M T W T F	0045	0040	0101010101
Inter Gymnastics	612070	B	1	M T W T F	0045	0040	0101010101
Beg. Modern Dance	612120	B	1	M T W T F	0035	0030	0101010101
Inter. Modern Dance	612130	B	1	M T W T F	0035	0030	0101010101
Adv. Modern Dance	612140	B	1	M T W T F	0035	0030	0101010101
Inter. Ind. Spts.	613010	B	1	M T W T F	0045	0040	0101010101

VERIFICATION LISTING OF SCHOOL COURSE OFFERINGS

Course Title	Course Code	SX	QT	Days Meets	Max. Seating	Ideal Seating	Class Length M T W T F
Driver Education	623010	B	1	M T W T F	0035	0030	0101010101
Driver Education	623020	B	1	M T W T F	0035	0030	0101010101
Basic Visual Design	641020	B	1	M T W T F	0035	0030	0101010101
Design Fundamentals	642110	B	1	M T W T F	0035	0030	0101010101
Drawing and Painting	643220	B	1	M T W T F	0035	0030	0101010101
Mixed Inst. Tech.	672010	B	1	M T W T F	0035	0030	0101010101
Intermediate Band	672050	B	1	M T W T F	0070	0060	0101010101
Int. Girls Chorus	672110	B	1	M T W T F	0045	0030	0101010101
Boys Chorus	672120	B	1	M T W T F	0035	0030	0101010101
Int. Mixed Chorus	672210	B	1	M T W T F	0045	0030	0101010101
String Techniques	672310	B	1	M T W T F	0035	0030	0101010101
Renaissance/Barogue	673010	B	1	M T W T F	0045	0030	0101010101
Contemporary Music	673030	B	1	M T W T F	0035	0030	0101010101
Advanced Band	673050	B	1	M T W T F	0090	0080	0101010101
Adv. Girls Chorus	673110	B	1	M T W T F	0065	0040	0101010101
Adv. Mixed Chorus	673210	B	1	M T W T F	0055	0045	0101010101
Int. String Orch.	673310	B	1	M T W T F	0035	0030	0101010101
Beg. Music Theory	673410	B	1	M T W T F	0035	0030	0101010101
Consumer Music One	673510	B	1	M T W T F	0035	0030	0101010101
Intr-Electrical Tech.	701010	B	1	M T W T F	0035	0030	0101010101
DC-AC Theory	702010	B	1	M T W T F	0035	0030	0101010101
Pract. Electronics	702030	B	1	M T W T F	0035	0030	0101010101
Industrial Design	731050	B	1	M T W T F	0035	0030	0101010101
Technical Draft I	732410	B	1	M T W T F	0035	0030	0101010101
Basic House Planning	732430	B	1	M T W T F	0035	0030	0101010101
Inter-Wood Technology	751030	B	1	M T W T F	0035	0030	0101010101
Wood Technology I	752210	B	1	M T W T F	0035	0030	0101010101
Wood Technology II	752220	B	1	M T W T F	0035	0030	0101010101
Wood Technology III	752230	B	1	M T W T F	0035	0030	0101010101
Theory of Flight	763010	B	1	M T W T F	0035	0030	0101010101
Ground & Flight A	763040	B	1	M T W T F	0035	0030	0101010101
Basic ROTC	771010	B	1	M T W T F	0035	0160	0101010101
Intermediate ROTC	772010	B	1	M T W T F	0025	0020	0101010101

VERIFICATION LISTING OF SCHOOL COURSE OFFERINGS

Course Title	Course Code	SX	QT	Days Meets	Max. Seating	Ideal Seating	Class/Length M T W T F
Advanced ROTC	773010	B	1	M T W T F	0020	0015	0101010101
Family Development	812010	B	1	M T W T F	0035	0030	0101010101
Imp. Room Interiors	812020	B	1	M T W T F	0035	0030	0101010101
Food Prep. & Service	812030	B	1	M T W T F	0035	0030	0101010101
Fund of Cloth Cons	812040	B	1	M T W T F	0035	0030	0101010101
Child Dev. & Care	813010	B	1	M T W T F	0035	0030	0101010101
Home Furnishings	813020	B	1	M T W T F	0035	0030	0101010101
Meal Management	813030	B	1	M T W T F	0035	0030	0101010101
Consumer Tex & Cloth	813040	B	1	M T W T F	0035	0030	0101010101
Prep For Adult Roles	813110	B	1	M T W T F	0035	0030	0101010101
Tailoring Techniques	813140	B	1	M T W T F	0035	0030	0101010101
Contemp. Family Liv.	813210	B	1	M T W T F	0035	0030	0101010101
Creat Design In Tex	813240	B	1	M T W T F	0035	0030	0101010101
Business Records	832020	B	1	M T W T F	0035	0030	0101010101
Communications A	833110	B	1	M T W T F	0035	0030	0101010101
Introduction to Law	833210	B	1	M T W T F	0035	0030	0101010101
Management	834010	B	1	M T W T F	0035	0030	0101010101
Business Mathematics	843150	B	1	M T W T F	0035	0030	0101010101
Office Machines A	853350	B	1	M T W T F	0035	0030	0101010101
Choosing A Career	853710	B	1	M T W T F	0035	0030	0101010101
Job Development	854710	B	1	M T W T F	0035	0030	0101010101
On Job Training A	854720	B	1	M T W T F	0035	0030	0101010101
On Job Training B	854740	B	1	M T W T F	0035	0030	0101010101
Consumer Business	862030	B	1	M T W T F	0035	0030	0101010101
Clerical Training A	862110	B	1	M T W T F	0035	0030	0101010101
Typewriting A	871010	B	1	M T W T F	0035	0030	0101010101
Typewriting B	871020	B	1	M T W T F	0035	0030	0101010101
Typewriting C	871030	B	1	M T W T F	0035	0030	0101010101
Personal Typewriting	873000	B	1	M T W T F	0035	0030	0101010101
Office Typewriting	873540	B	1	M T W T F	0035	0030	0101010101
Pre-Employment Typ.	873500	B	1	M T W T F	0035	0030	0101010101
Shorthand Theory	882310	B	1	M T W T F	0035	0030	0101010101
Orientation	923010	B	1	M T W T F	0035	0030	0101010101

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. . . . School Code No. 21860

VERIFICATION LISTING OF SCHOOL COURSE OFFERINGS

Course Title	Course Code	SX	QT	Days Meets	Max. Seating	Ideal Seating	Class/Length M T W T F
On-The-Job Train. A	923020	B	1	M T W T F	0035	0030	0101010101
On-The-Job Train. B	923040	B	1	M T W T F	0035	0030	0101010101
On-The-Job Train. C	923060	B	1	M T W T F	0035	0030	0101010101
Introduction	934410	B	1	M T W T F	0035	0030	0101010101
Duties To Community	934450	B	1	M T W T F	0035	0030	0101010101
Orientation	943010	B	1	M T W T F	0025	0020	0303030303
Power Trains	943020	B	1	M T W T F	0350	0030	0101010101
Fuel & Ignition	943050	B	1	M T W T F	0025	0020	0303030303
Basic Food Service	943310	B	1	M T W T F	0035	0030	0303030303
Variety Cookery	943340	B	1	M T W T F	0035	0030	0303030303
Orientation	943710	B	1	M T W T F	0025	0020	0303030303
Refinishing	943740	B	1	M T W T F	0025	0020	0303030303
Oxyacetylene Welding	943810	B	1	M T W T F	0025	0020	0303030303
Arc Welding	943820	B	1	M T W T F	0035	0030	0101010101
Inert Gas Welding II	943840	B	1	M T W T F	0025	0020	0303030303
Basic Drafting	944310	B	1	M T W T F	0025	0020	0303030303
Adv. Drafting Tech's	944360	B	1	M T W T F	0025	0020	0303030303
P.E.C.E.	959010	B	1	M T W T F	0030	0020	0606060606

SPECIAL LEARNING OPPORTUNITIES

Humanities Seminar combines the disciplines of art, music, literature, and social science. This course provides a broad understanding of our cultural heritage and is designed to help the pupil answer four basic questions: (1) Who am I and what is my value system?; (2) What is the nature of the society in which I live?; (3) How did the society get this way?; (4) What is my responsibility to it? Any high school pupil enrolled in the city school system is eligible to enroll in this course. Classes are held daily for one quarter and have at least three different teachers working cooperatively to provide appropriate learning opportunities for the pupils involved. Included also is a two-week tour of outstanding historical and cultural centers located along the eastern coast of the United States. Included in the tour are Richmond, Jamestown, and old Williamsburg, Virginia; Washington, D. C.; New York City; Tanglewood, Massachusetts. Activities included a tour of Monticello, the Capitol, art galleries, the United Nations building, broadway productions, and walking tours. The teachers accompany the pupils while on tour and classes are held while en route. Pupils earn fifteen quarter hours credit—five hours in English, five hours in social science, and five hours in fine arts. (Thirty-four pupils completed this course during the summer quarter, 1969.)

Oceanography is open to all high school seniors with aptitude and interest in the sciences but must be recommended by the respective teachers. The overall objectives are to refresh skills and competences from previously learned science courses, to develop a better understanding of their interrelatedness, and to apply this understanding to a somewhat unstructured area, oceanography. Certain basic understandings and skills are required in chemistry, geology, biology, physics, and botany which might be directed to the marine environment. In addition to class periods held in a high school and led by a certified teacher, other experiences are provided by scientists at the Georgia Institute of Technology and some time spent studying in the hydraulic laboratory in the School of Civil Engineering. Field trips to Mount Arabia will be taken to compensate the biological and geological studies.

One week is spent studying at Sapelo Island Marine Institute under the direction of professors from the University of Georgia. Pupils will be exposed to the assorted environments of a salt water marsh, undisturbed beaches, fresh water ponds, shoreline geology and marine biology.

Fifteen quarter hours credit in the area of science will be earned. (Twenty pupils completed the course during the summer quarter, 1969.)

Drama Workshop is a cooperative venture between the Atlanta Public Schools and the Academy Theater but has assistance of other supportive agencies. This course is open to any high school pupil and offers an opportunity to study under the direction of a certified teacher, a playwrite and

producer, and professional actors. Activities include planning and writing a play, directing and producing it, designing and making costumes and scenery, and presenting performances in parks, schools, churches, college campuses, theaters, and the Memorial Arts Center.

Fifteen quarter hours of elective credit is earned. (Forty five pupils completed the course during the summer quarter, 1969.)

Operation Upstream is designed to help boys develop understanding in four areas: (1) one's self; (2) small groups and the relationships with them; (3) society and one's role in it; and (4) one's relationship to nature (the great Spirit, Diety, Sustainer of Life).

This twenty-six day course is taught in the wilderness area of the North Georgia mountains. It provides opportunities for a young man to develop his physical and mental strengths, to face loneliness during a three day solo, and to develop a better self-image and understanding of his relationship to his peers, his society, and his future. Activities include mountain climbing, downproofing, obstacle course, hiking, swimming, boating, survival, and instruction in environmental biology, sociology, and physical education.

Fifteen quarter hours of elective credit is earned for successful completion of the course. (Ninety-three boys completed the course during the summer quarter of 1969.)

Seventh Grade Tours are enrichment programs designed for pupils who have completed the seventh grade. The program lasts for two weeks and no credit is earned. The structure of the activity is divided into two main parts. One is a general overview of our English heritage and what to expect during the second phase. The second phase is one of three different five-day tours to various points of interest in the Carolinas, Virginia, and Washington, D. C. All three tour routes include the National Capitol. Teachers and appropriate chaperones are a part of each tour staff. (Two hundred pupils participated during the summer quarter of 1969.)